

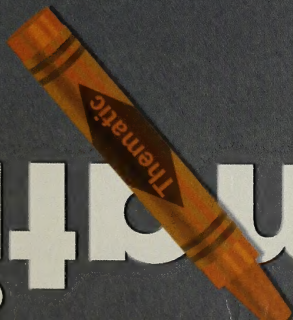


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# Grade Two

## Module 2B: I Love a Good Story

# Thematic



Learning  
Technologies  
Branch

Alberta

LEARNING





**Grade Two Thematic  
Module 2B: Day 10 to Day 18**

# I Love a Good Story





Grade Two Thematic  
Module 2B: I Love a Good Story  
Day 10 to Day 18  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2043-6

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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# Welcome to Grade Two Thematic

Read all the text to the student  
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

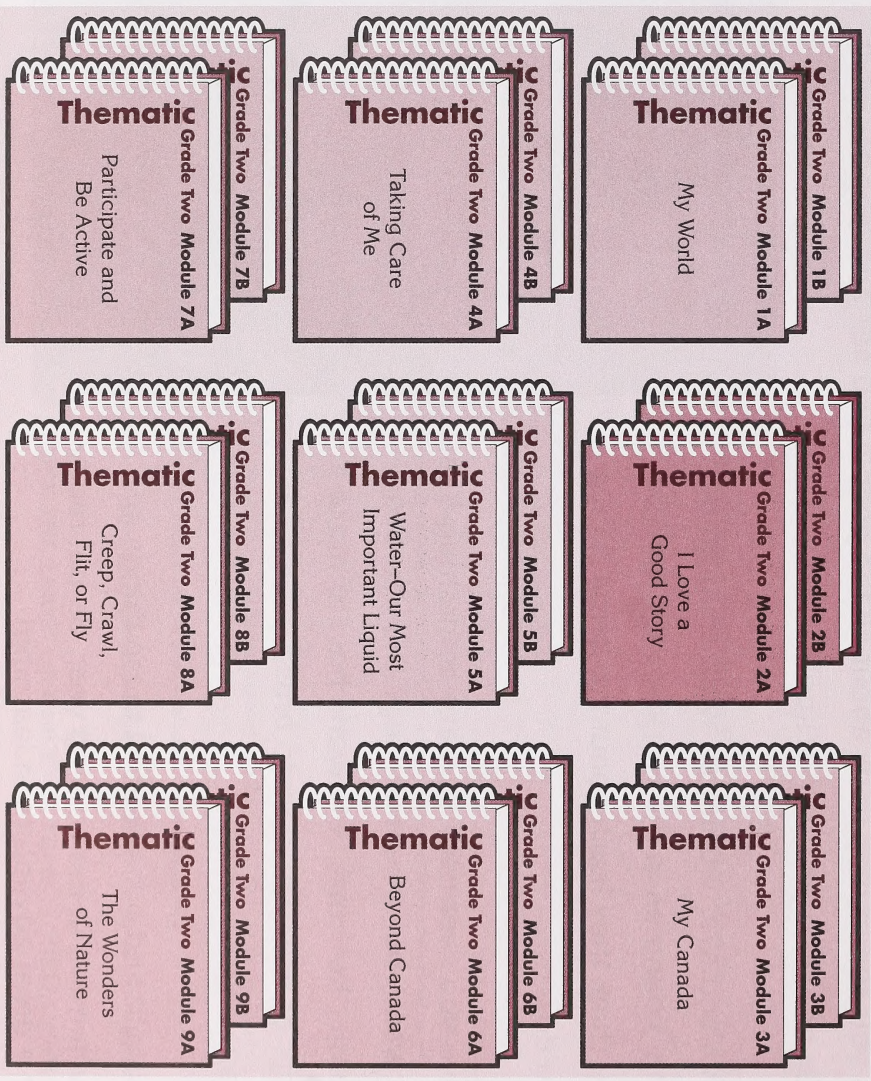
You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!





Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it is about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.






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# I Love a Good Story



The student may read the text aloud on his or her own or you can read the text to the student while he or she follows along.

Do you like listening to interesting stories? Do you ever make stories up in your head? Do you like telling a good story?

In this module you will read and write about animals and people and their adventures. You will also learn more about your community and magnets.



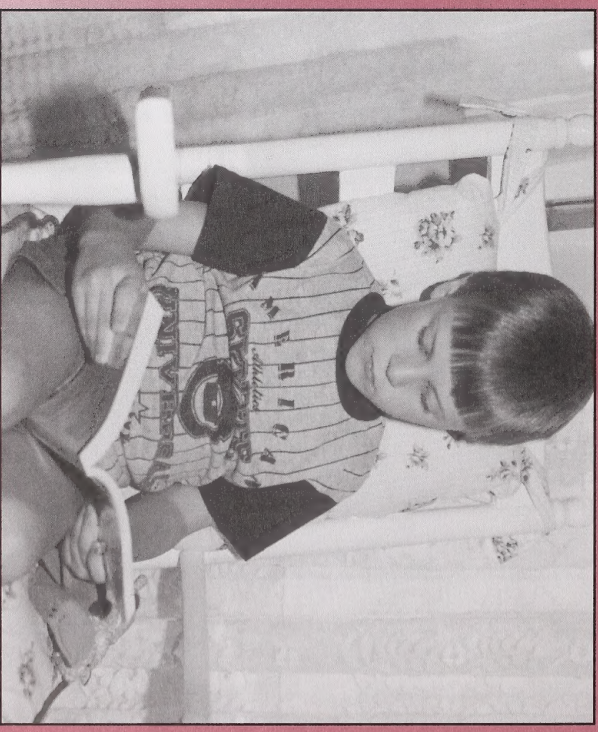
# Day 10: My Favourite Story

You will read many great stories in this module.

Some of the stories are written by Phoebe Gilman.

So, get ready to enjoy stories with interesting characters set in fascinating places.

You will also write about a favourite story of yours and act it out, too!

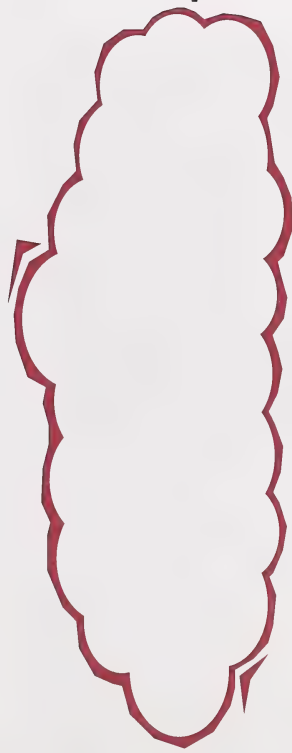




## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Discuss today's forecast with the student.





## My Favourite Story

Discuss the current weather with the student. Remind the student that *current weather* means today's weather.

Have the student answer the questions orally.

Look outside. Draw the symbol or symbols for the **current weather** on the calendar in the square for today's date.

Has the weather during this last month been mainly warm, mainly cold, or about the same number of days for each weather condition?





What kind of weather do you like best? Why?

What kind of weather don't you like? Why?



Work on Module 2: Day 10.

## Reading

The following story is called "A Question for Grandma."

What kind of questions might a child have for a grandmother?

Read the title and look at the pictures.

What clues do they give you to let you know what the story might be about?

Now read the story.

**Module 2B: I Love a Good Story**

Have the student answer the questions orally. If the student does not have a grandmother, discuss the kinds of things a child could ask an elderly person. Accept all answers.

The clues tell that the girl has questions for her grandmother and wants answers to them.





## A Question for Grandma

"Grandmother, why do we  
call nature, Mother Nature?"

"Who feeds you when you  
are hungry?"

"Mother!"

"So does Mother Nature."





"Who gives you water  
when you are thirsty?"

"Mother!"

"So does Mother Nature."

"Who plays with you  
when it is warm?"

"Mother!"

"So does Mother Nature."

"Who makes sure you are  
warm at night?"

"Mother!"

"So does Mother Nature."





"Do you have a family?"

"Yes!"

"So does Mother Nature."

"Grandmother, do you love Mother Nature?"

"Yes, Mother Nature is like my mother."

"I love Mother Nature, too."

"And I love you and my family."





Who asks the first question?

Who asks the second question?

Who says, "So does Mother Nature"?

How can you tell who is speaking?

What does the author mean when she writes, "So does Mother Nature"?

Who are the characters?

Where is the setting?



Have the student answer all the questions orally. The little girl asks the first question and the grandmother asks the second question.

The grandmother says, "So does Mother Nature."

The quotation marks and the change of paragraphs tell you the speakers take turns speaking. You can also tell because of the repetition of the wording.

It means that nature provides us with our food just as a mother (parent) does.

The characters are the girl and the Grandma.

The setting is probably outdoors or someplace the two are visiting together.





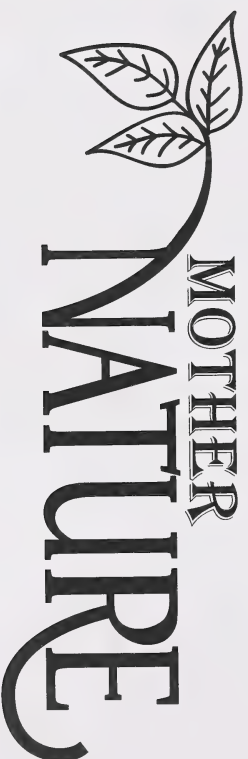
The student reads and looks at the illustrations for the answers to see what Mother Nature provides, such as food, water, play, warmth, and family.

Discuss the student's feelings about the text. Nature is called our mother because nature provides for all our needs, just as our mothers (parents) do.

You just read about all the things Mother Nature provides. What are they?

Why do you think people call nature "Mother Nature"?

Read "A Question For Grandmother" again silently.





## Journal Time



Take out your journal. Turn to the Reading Response section.

Print the day's date at the top of the page.

To help you think about the story "A Question for Grandmother", use the following sentence starters. Copy the sentence starters onto your journal page and finish each one.

- I would like to meet \_\_\_\_\_ because . . .
- This story made me feel . . .
- I like the picture of the . . . because . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.





Would you like to change places with a character in this story? Tell who it is and why.



Complete Day 10: Assignment 1 in your Assignment Booklet.

## Project Time



Take out your paints and paper that you can paint on.

Paint a picture of Mother Nature. Include what you think is important about Mother Nature.

Put your name on your painting.

Brainstorm ideas for painting Mother Nature. Discuss scenes from nature that appeal to the student. The student may take ideas from the story and the illustrations in the story, "A Question for Grandmother."

Refer to the Home Instructor's Guide for more information.

## New Words

These new words are from the story "A Question for Grandmother." Read them to your home instructor.

nature

water

love

mother

does

one

you

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel pairs and consonant blends to help you.

Practise the **look** – **say** – **cover** and **see** – **write** – **check** way of learning to spell these new words.



The answers are as follows:  
Nature, mother, water, you,  
love, Does, and one.

Use the new words to complete the following sentences.

1. Grandmother said, " \_\_\_\_\_  
is like my \_\_\_\_\_. "
2. When you are thirsty you need \_\_\_\_\_.
3. "Grandma, do \_\_\_\_\_  
\_\_\_\_\_ Mother Nature?"
4. " \_\_\_\_\_ your mother sing you soft  
songs?" asked Grandma.
5. Celeste has \_\_\_\_\_ candy left.

Print the answers to the following. Your new words may help you.

1. What is the opposite of **hate**? \_\_\_\_\_
2. What is the name of the outdoor world without things humans have made? \_\_\_\_\_
3. Print the little word in **does**. \_\_\_\_\_
4. Find four little words in **mother**. Print them.  
\_\_\_\_\_  
\_\_\_\_\_

Have the student print the answers on the lines. The answers are as follows: love; nature; do or doe; moth, other, he, and her.



The number is **two**.

The words could be **done** and **none**. Other possibilities are **bone**, **cone**, **gone**, **lone**, **none**, **tone**, and **zone**.

5. What is a number that rhymes with **you**?

\_\_\_\_\_

6. Add letters to the front of **one** to make two new words. \_\_\_\_\_



Take out seven **white index cards**.

Print the seven new words on the index cards. Put the cards on your Word Wall.



Take out your **Collections Writing Dictionary**.

Print the seven new words in your dictionary.

If there are any other words from the story "A Question for Grandmother" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

## Words I Use Often

Look at the two words on coloured index cards.  
Say them aloud and practise them. Tape them on the Word Wall.



### Enrichment (optional)

Break for lunch.



## Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for today's high-frequency words.

Refer to the Home Instructor's Guide for information.

You and the student read silently for ten minutes. After the reading you may wish to share what you have read or ask questions about each other's reading.



## Fun with Phonics

Read these words aloud.

make	tuna	hope	time
pain	bike	mule	coat

With a green crayon, circle the words that have the **long a** vowel sound.

With a purple crayon, put a square around the words that have the **long i** vowel sound.

With a blue crayon, put a triangle around the words that have the **long u** vowel sound.

With a red crayon, put an X on the words that have the **long o** vowel sound.

The words with a “long a” are *make* and *pain*. The words with a “long i” are *time* and *bike*. The words with “long u” are *tuna* and *mule*. The words with a “long o” are *hope* and *coat*.

You will be reviewing words that have the **long a, e, i, o, u** vowel sounds.



Do pages 67 and 68.

Refer to the Home Instructor's Guide for more information.

## I Can Write a Book Review

Read the following book review aloud.

Have the student read the book review to you.

### *Benjamin and The Pillow Saga*

A Book Review by Emily Franz

One of my favourite books is called *Benjamin and The Pillow Saga*. It was written by Stephane Poulin. The story is about a happy little man named Benjamin. He was always humming. He hummed because he was happy. He lived with his parents. His mother played the tuba and his father played the harp.

continued . . .



Benjamin worked at a pillow factory. He made magic pillows—they made people sleep like babies. One day, Benjamin and his parents left for Italy to hum and play the tuba and harp. They were very happy there. But the people who bought the pillows in the factory couldn't sleep because the pillows weren't magic anymore. It was Benjamin's humming that had made them magic.

If you want to know what happens to the pillows and to Benjamin, you will have to read the story. I liked the story and the pictures, too.

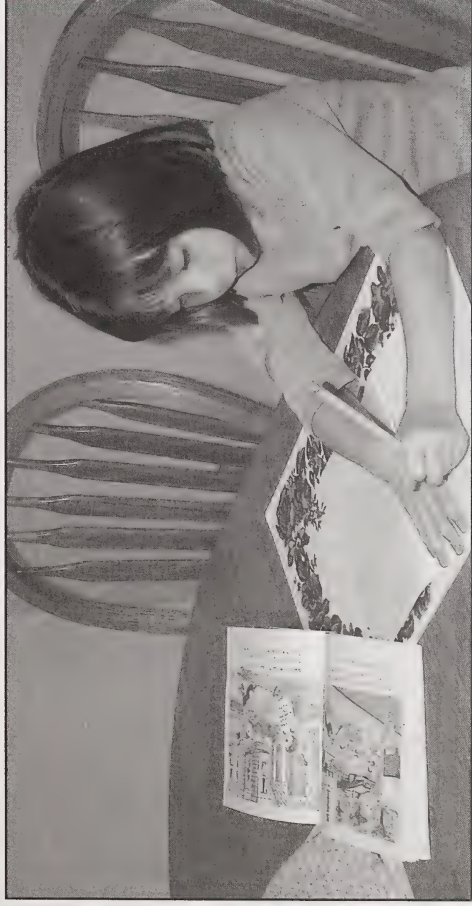
Does this book review make you want to read the story? Circle  **Yes** or  **No**.

You can write a book review, too!

Have the student select a story that he or she has read or one that you have read during Story Time.



Think of a good book to write a review about.



Take out lined paper.

When you write the book review, put in the author's name, the illustrator's name (if there is one), the names of the characters and something about them, and just enough about the story to make someone want to read it.

Don't give away the ending!

**Module 2B: I Love a Good Story**

Explain to the student that book reviews published in newspapers and magazines are how many people get information about books. People often buy books based on book reviews. Discuss how the author of the book review tries to attract the reader's interest to read the story. Point out the elements that are included: the author's and illustrator's name, the characters, and a brief discussion of the plot. Tell the student that the ending isn't revealed because the purpose of a review is to get the reader to read the book to find out what happened.

Remind the student to follow the writing process. Conference with the student as necessary during the writing.



The student selects one of the ways listed to share the story dramatically. Choose one of your own favourite stories and model one of the ways for the student. If you are able to videotape the acting, it can be used by the student to assess his or her own performance and could be sent to the teacher on Day 18.



You will send your book review to your teacher on Day 18.

### Act It Out

You just wrote a review about a favourite book.

Pick one of the following ways to act the story out.

- Dress up as one of the characters and tell about that character.
- Pick a favourite part of the story and act out all of the characters' roles taking on their voices and behaviours.
- Draw the characters on paper and cut them out. Then use the cutouts as puppets to retell the story.

Practise a few times by yourself or in front of a mirror before you act it out for your home instructor.

## Story Time

You are beginning an author study today. You will learn about this author and will read some of her books.

Her name is Phoebe Gilman, and she is a Canadian. She not only writes books but illustrates them as well.

Phoebe Gilman has written a letter to students. Listen as your home instructor reads the letter.

What does the letter tell you about Phoebe Gilman?

Refer to the Home Instructor's Guide for information.

Inform the student that he or she will be reading the stories of one author.

Inform the student that Phoebe Gilman has written a letter to students who read her books.

Read the letter in the Home Instructor's Guide to the student. There are also discussion points given.





Read *The Balloon Tree* to the student. Find a comfortable spot for both of you to sit. It is important that the student follows along as you read in order to look at the pictures. There are many interesting details in the illustrations that sometimes offer subtle hidden meanings. For example, the picture of the evil Archduke in the border illustration on page 5 gives a hint of his real character. Encourage the student to closely examine the pictures and border illustrations after you read each page.

After you read the story, have the student respond to it by answering the questions and retelling the story. Discuss the art work, the detailing of the illustrations, and how the art fits with the text. Talk about the setting (a castle is a classic fairy-tale setting) and the characters (this one has the traditional villain—the Archduke who comes to a bad end and the central characters who have a happy ending).

Follow along as your home instructor reads the story *The Balloon Tree*.

Did you enjoy *The Balloon Tree*?

Circle  **Yes** or  **No**. Why or why not?

Do you think Phoebe Gilman's illustrations go well with the text? Why or why not?

Retell the story in your own words.

### Looking Back

What did you like best of all you learned today?

Was there anything you didn't understand?

What did you do better today than you did yesterday?

Are you wondering about anything?

## Sharing Time

Choose something you did today that you would like to share with a friend or family member.

You could read "A Question for Grandmother."

You could show and talk about your painting of Mother Nature or read your book review.

You may want to act out your favourite story.

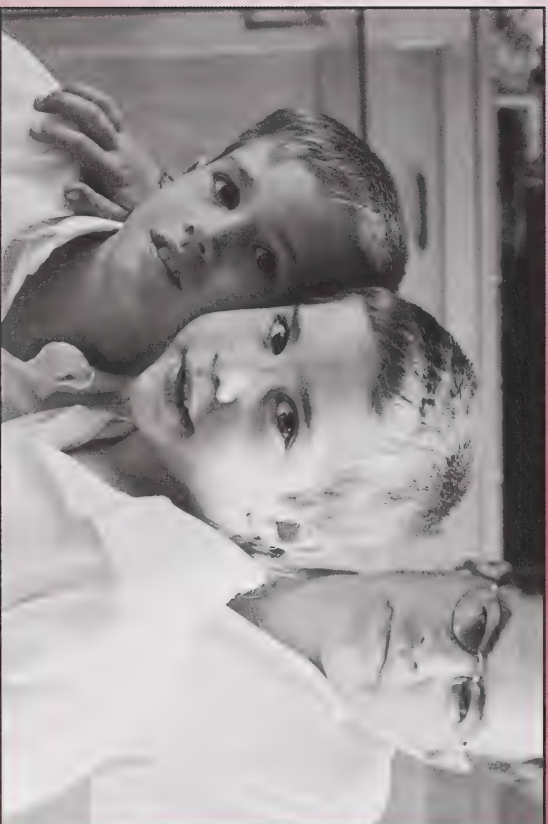
Turn to Assignment Booklet 2B and complete Day 10: Learning Log. Have the student include his or her comments.



# Day 11: Showing Respect

Today, you will read about a farmer named Tillie who learns to be respectful.

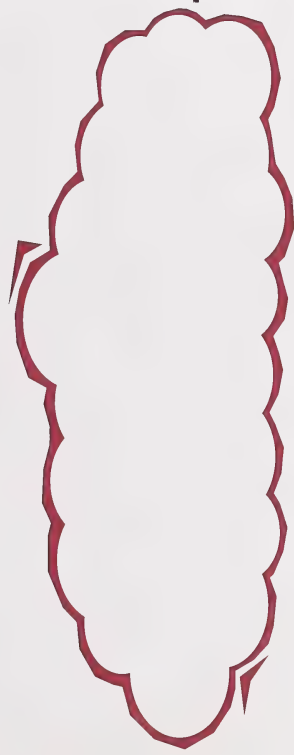
You will learn one way you can show respect to the people in your family and community.



## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Discuss today's forecast with the student.



## Showing Respect

Discuss the current weather with the student.

Discuss what being *polite* means. Talk about times the student was polite.

Explain that showing respect, or being *respectful* of others means being considerate of people.

Respect is an attitude that appreciates the value of a person or thing.



Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 11.

## Journal Time



Take out your journal. Turn to your Personal Writing section.

Do you remember to be **polite** to people all the time? Circle **Yes** or **No**.

Being polite is a way to show you are being **respectful** of others.

Look up the word **respect** in the dictionary. Read aloud what it says.

Think of a time you were especially polite or respectful to someone. Write about that in your journal.



## Music and Movement

Listen to the song “Holes in My Imagination,” and act out the parts. You can follow the words that are written on the next page.



Play the song “Holes in My Imagination” from the *Ideas That Sing!* Volume 1 CD. Play it for the student. Lead the student in acting out the parts. Refer to the Home Instructor’s Guide for more information.



## Holes in My Imagination

I met a charming chicken,  
It laid me scramble eggs  
Everywhere I went she followed me  
Wearing peaches on her legs.  
This is not an ordinary chicken,  
With a bowk, bowk here and there,  
She speaks two other languages,  
Wombat and grizzly bear.

### CHORUS:

I know you think I'm Crazy,  
You think that I'm insane:  
There are holes in my imagination  
Pouring out like rain.

Sometimes I get so hungry,  
I eat the tables and the chairs,  
When my children come home for supper

They give me awful stares.  
"Why don't you eat what we eat?"  
I say, "It's all a bore!"  
They ask me this while I eat  
Upon the kitchen floor.

### CHORUS

Ten elephants dressed in tutus,  
They danced their way to Spain,  
I read it in the paper,  
That's how they won their fame.  
They sailed inside a cookie tin  
With an honour guard of whales,  
And hoisted up their underwear  
Using them for sails.

### CHORUS



<sup>1</sup> "Holes in My Imagination," in *Ideas That Sing!* Volume 1, Kim and Jerry Brodey (Toronto: Kim and Jerry Brody, 1988), 4. Reproduced by permission.

What do you think of this song?

How does it make you feel?

Can you sing and act out the song at the same time? Try it!

## Reading

Have you ever been on a farm?

Circle **Yes** or **No**.

What kinds of words come to mind when you think about a farm?



Talk about the song. Explain anything the student may not know or understand. Discuss the student's feelings about the song.

Play the song again. Follow the text and sing along with the student. Have the student sing the song twice.

Allow the student to sing and do the actions at the same time. If this is too difficult or frustrating, have the student act it out while you sing.

Brainstorm words the student associates with a farm. Print them on the board or chart paper.

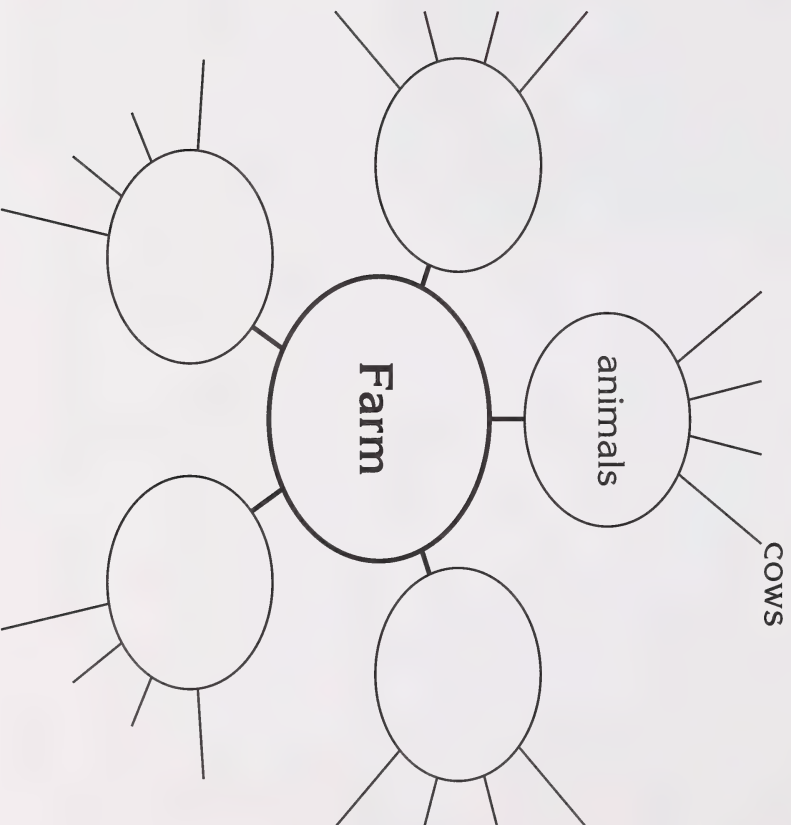


See the Home Instructor's Guide for an example.

Draw in more ovals if the student thinks of more categories or lines for more details.



In the following web, sort and print the words you came up with. Use the following example to begin.





Take out the book *Round and Round*.

Turn to the Contents page.

What page is the story "The Long Wait" on? Print it in the barn shape.



Think of the title "The Long Wait." What do you think it might be about?

Where could it take place?

Turn to page 17.

Who is the author of "The Long Wait"?

---

Have the student print the answer on the barn.

Ask the student to predict the setting of the story and what the story might be about. Have the student answer orally.

Have the student print in the answers. The author is Carol Nymark.





The illustrator is Kim LaFave.

Read pages 17, 18, and 19 to the student. Have the student predict what might happen next.

The story may be different because Tillie is a farmer and her husband is making breakfast.

Discuss the story with the student. The problem is Tillie kept coming back for breakfast, but Fred hadn't made it for her. Fred finally made it when Tillie said, "please." Answers may vary. For example, Fred wasn't fair—he could have told Tillie to say, "please" right from the start.



Who is the illustrator of "The Long Wait"?

---

Listen to the first part of the story.

Do you want to change your prediction?

Circle  **Yes** or  **No**.

What do you think happens next?

What is different about this story?

Read the rest of the story to your home instructor.

What is the problem in the story?

How is it solved?

Do you think Fred is fair? Why or why not?

How else do you think Fred could have solved the problem?

Why do you think Tillie didn't say "please" earlier?

Did the story surprise you? How?

Has anything like this ever happened to you? What was it?

## Responding to the Story

In the story "The Long Wait," Tillie worked very hard before she had her breakfast. She had many **chores** to do.

Do you have chores to do around the house?

Circle  **Yes** or  **No**.

Tillie might have been too rushed and busy to remember to say "please." Discuss the surprising element of the story and any similar experiences the student might have had.

Have the student look up the word *chore* in the dictionary. Discuss the meaning of chore (a domestic task).



Have the student list all the chores he or she must do to help at home.

Have the student count the six chores Tillie did.

Ask the student to write a list of all the farm chores (in order) Tillie did before she ate breakfast.



What are they? List your chores in the following box.

### My Chores

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

Go back to the story and count the number of chores Tillie did.



Take out lined paper.

Print the title **Tillie's Farm Chores** at the top. List Tillie's chores in the order she did them.



If you were a farmer, which of Tillie's chores would you most like to do?

Draw and colour a picture of you doing that chore.  
Print the chore you are doing under the picture.



You will send your list to your teacher on Day 18.



**Enrichment (optional)**

**Break for lunch.**



**Silent Reading**

Read *The Balloon Tree* silently.

Have the student pick a favourite chore from the list.

On the same page, have the student draw and colour a picture of himself or herself doing one of the chores.

Refer to the Home Instructor's Guide for more information.

Both you and the student read silently for 15 minutes.



## Journal Time



Take out your journal. Turn to the Reading Response section.

Print the day's date at the top of the page.

To help you think about the book *The Balloon Tree*, use the sentence starters on this page. Copy the sentence starters onto your journal page and finish each one.

- I liked/disliked this book because . . .
- I liked/didn't like Princess Leora because . . .
- I liked/didn't like the Archduke because . . .
- My favourite part of the story is . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

## Fun with Phonics

These words are from the story "The Long Wait."  
Read them aloud.

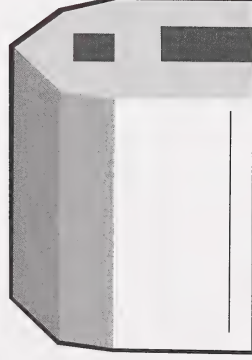
feed   sheep   sleep   shear   return   clean

Circle the first vowel in each word.



What is that vowel? Print it in the barn.

Think of three words that have the **long e** sound.  
Print them in the barns.



Explain again how the first vowel in a word usually stands for the long sound when there are two vowels in a word. In a long sound, the letter says its own name. Use the words sheep and clean as examples—the "e" says its own name—"e."

## Showing Respect

Refer to the Home Instructor's Guide for more information.

Have the student respond orally that Tillie did not ask politely for her breakfast because she didn't say "please."

Now you will be working with words that have **long e** in them.



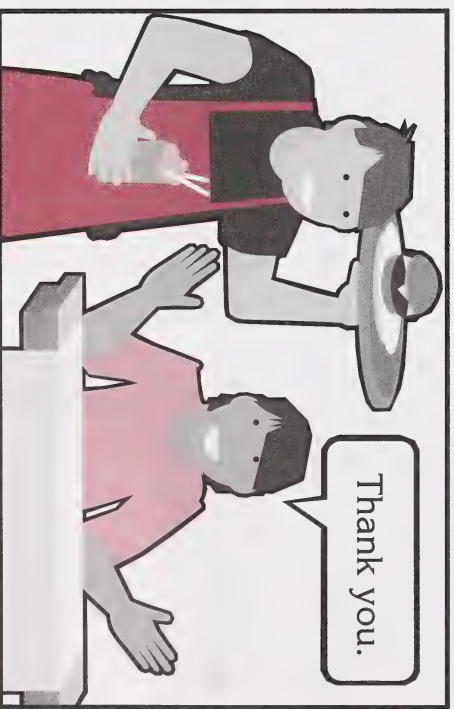
Do pages 69 and 70.

## Showing Respect

In the story "The Long Wait," how might some people think Tillie did not show respect to her husband?

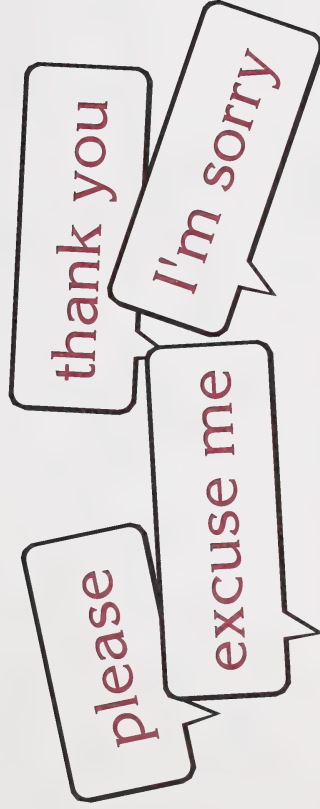
How could Tillie have asked Fred for her breakfast?

When you show respect for other people, they will usually respect you.





What are some words that may be used to show respect?



Why do you think you need to say them?

What are some ways that you show respect for your family?

There are many ways that you can show respect for people in your community. Think of some ways people can show respect for other people in their family or community.

Discuss the importance of using words like *please*, *thank you*, *good morning*, *you're welcome*, *excuse me*, *I'm sorry*, and so on. These are words that may show a way you are considering or thinking about another person.

Have the student answer orally as follows: by doing chores, listening to parents and others, saying *please* and *thank you* to family members, and being respectful and polite to all members of the family—including brothers and sisters. Discuss any other ways the student may suggest.

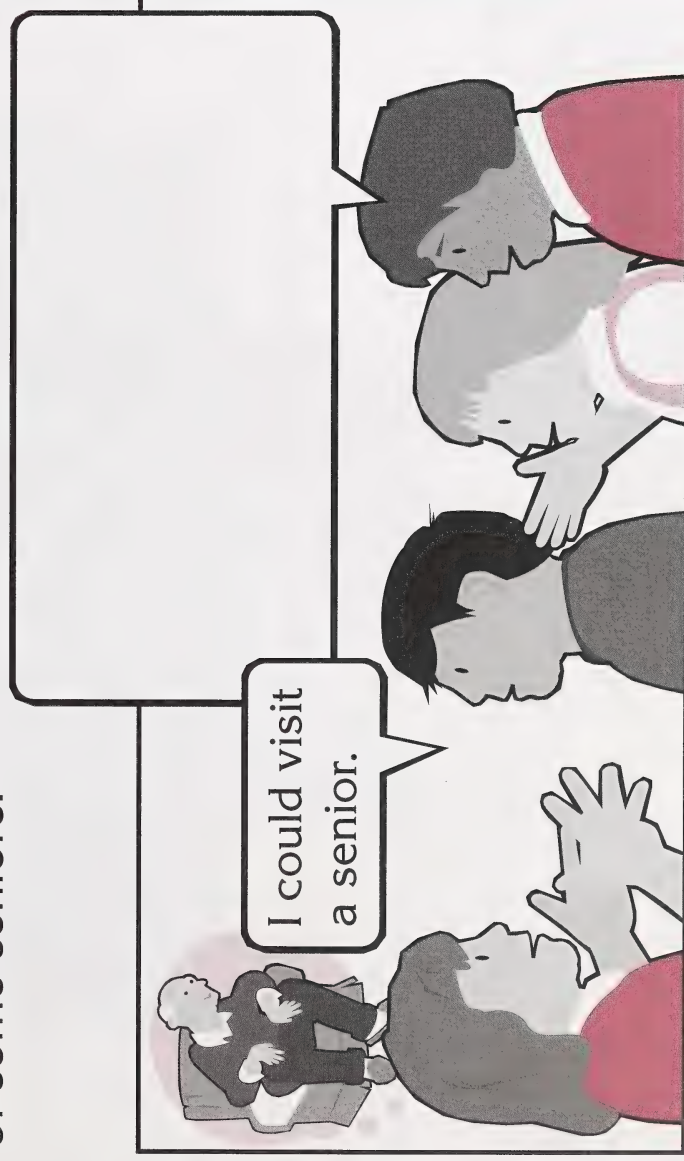
Have the student talk about how Gerry could show respect to Steve. Explain that Gerry could show respect by saying he will stay with Steve, or he could ask Larry if Steve can join them. Discuss showing consideration or respect for all people.

Look at the following picture. In the empty speech balloon, print what Gerry could say to show respect and friendship to Steve, who is in the wheelchair.

Hey Gerry! Come and play basketball with us.



Look at this picture. Vera's grandmother lives in a senior citizens home. Her grandmother told her that some of the seniors don't get many visitors and are very lonely. Vera told her friends about the seniors. In the speech balloon, print something Vera and her friends can do to show respect for the needs of some seniors.



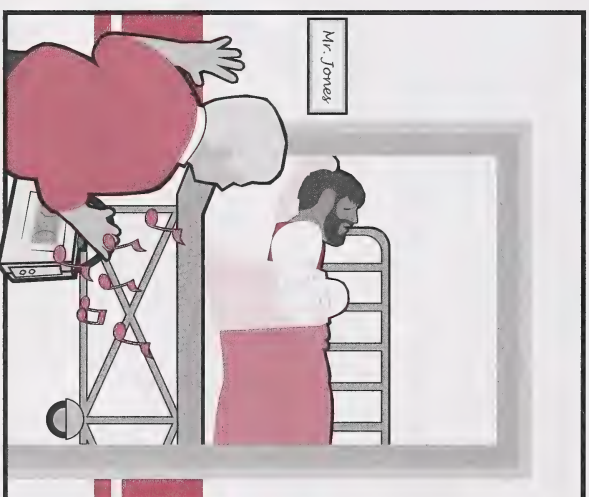
Discuss ways of showing respect for people who can be lonely, such as children who have to be in hospitals on holidays, or relatives or friends confined to their homes. Describe how Vera and her friends can ask an adult to help them visit these people, talk with them, listen attentively to their stories, read to them, play a game with them, run errands when possible, and so on.



The student answers orally. No, the visitor is not showing respect. Discuss how allowing people privacy is a sign of respect. Talk about some people's need for privacy in a variety of situations (people in hospitals, a family member who has a headache, a sibling who needs quiet time to study, and so on).

Does this picture look like the visitor is showing respect for others in the hospital?

Circle **Yes** or **No**. Why or why not?



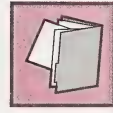
Are the children in the following picture showing respect for others in the movie theatre?

Circle **Yes** or **No**. Why or why not?



What can you do to show respect in a public place?

Think of a time that you showed respect for someone in your community.



Take out lined paper.

Write about that time. Then draw a picture of it.

The student answers orally. No, the children are not showing respect. Discuss showing respect for others in public places, such as being quiet in a place of worship, in movie theatres, in concerts, or when someone is talking. It means being considerate of others and allowing them to enjoy what they came to hear without distractions.

Discuss a time the student showed respect for the needs of someone in his or her community.

Have the student write about it and then draw a picture depicting the event.

Refer the student to the steps of “The Writing Process” chart, and other charts. Assist with the various stages of writing.

Don’t forget to look at the writing charts in your room to help you.



Complete Day 11: Assignment 2 in your Assignment Booklet.

### Story Time

Here are a few things about the author, Phoebe Gilman.

She lives in Toronto, Ontario, with her husband, Brian. They have three children named Ingrid, Jason, and Melissa.

She also has a cat named Minoo.

Phoebe Gilman likes to use members of her family as characters in her stories.



The king in *The Balloon Tree* is based on her husband. Princess Leora is based on her daughter Melissa.

Her other daughter, Ingrid, is Jillian Jiggs in the story, *The Wonderful Pigs of Jillian Jiggs*.

Follow along in the text as your home instructor reads the story *The Balloon Tree*.

As you listen to the story again, find examples of where a character shows respect for others and when a character shows **disrespect** for others.



Take out unlined paper.

Draw a picture of your favourite part of the story. Try to draw it like Phoebe Gilman would. Print the title of the book on the page. Then put it on the display board of Phoebe Gilman.

Read *The Balloon Tree* to the student as he or she follows along.

Discuss how the king shows respect for his daughter and how the little boy in the cottage shows respect for Leora. Then discuss how the Archduke showed *disrespect* to Leora and the king. Discuss disrespect as a lack of respect or rudeness.

Encourage the student to draw a detailed picture with a border in Phoebe Gilman's style.



## Looking Back

What did you like best about the day's activities?

What new things did you learn today?

What did you learn about respect?

Do you think you could be more respectful? How?

## Sharing Time

Choose something you did today that you would like to share. You could choose one of the following:

- Read "The Long Wait."
- Show the drawing of you doing a farm chore.

Turn to Assignment Booklet 2B and complete Day 11: Learning Log. Have the student include his or her comments.

- Describe the farm web you made.
- Read about the time you showed respect for someone in your community. Show your picture.
- Read *The Balloon Tree*.





# Day 12: New Endings

Have you ever read a story that you wished had a different ending?

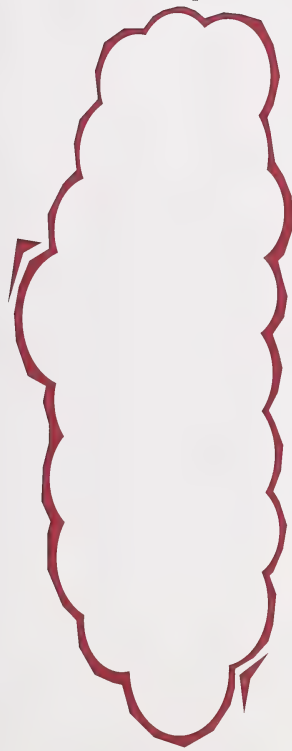
Today, you get to write your own ending to a story.



## Calendar Time

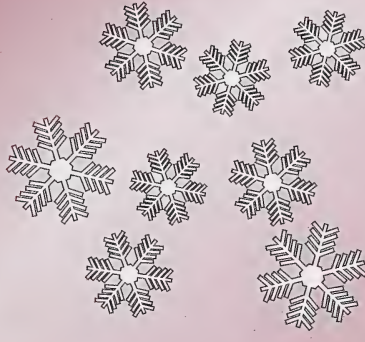
Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is

What is the weather forecast for today?



Discuss today's forecast with the student.

## New Endings

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 12.

## Writer's Workshop



Take out the book *Round and Round*.

Read the story "The Long Wait" aloud.

How does the story "The Long Wait" end?

Have the student describe the ending to the story.

Discuss why he or she did or did not like the ending.

Do you like the way the story ended?  
Circle **Yes** or **No**. Why or why not?



There are other ways the story could have ended. Can you think of some?

Watch your home instructor **jot** down notes as you give ideas.

Turn to the story. Where is the best place to begin the new ending?



Take out lined paper.

Write the new ending to “The Long Wait.” If you need to make notes, jot them down first.

Discuss different ways the story could have ended and the best place to begin the new ending. As the student gives suggestions, jot them down on the board or chart paper. Put them in point form. (See the Home Instructor’s Guide for examples.) Explain that *jot* means to write brief notes. Talk about what you are doing as you jot down ideas. Tell the student you are jotting down his or her ideas. The notes are not in full sentences because you want to quickly write down ideas as they come. The jotted notes will help when you begin to write.

Encourage the student to prepare for the writing first by making jot notes. The student may use the ending already suggested, or a different one. Explain that jotting notes is part of the drafting stage of the writing process.

## New Words

These new words are from the story “The Long Wait.” Read them to your home instructor.

tired

reply

returned

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. Tillie was just too \_\_\_\_\_ to do any more work.
2. Hiroshi \_\_\_\_\_ the book to the library.
3. "I'm going to \_\_\_\_\_ to grandmother's letter now," said Elena.

Print the answers to the following.

1. What is another word for **answer**?

\_\_\_\_\_

2. Find two little words in **tired**.

\_\_\_\_\_

The answers are **tired**, **returned**, **reply**.

Remind the student to look back at the new words for help.

Another word for answer is **reply**.

Two words are **tire** and **red**.





## New Endings

Another word for take back is **return**.

Two little words are **turn** and **return**.

3. What is another word for **take back**?

\_\_\_\_\_

4. What are two little words in **returned**?

\_\_\_\_\_



Take out three white index cards.

Print the three new words on white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the three new words in your dictionary.

If there are other words from the story “The Long Wait” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



## Project Time



Take out the book Round and Round.

Read the story “The Long Wait” again.



Take out a long (21.5 cm × 35.5 cm) sheet of paper.

Make a story map showing Tillie’s farm. Draw all the places Tillie went to do her chores. Put labels on each place you draw.

Remember to put your name on it!



You will send your map to your teacher on Day 18.

Have the student make a simple pictorial story map of Tillie’s farm as described in the story. Ensure the student labels the places. (See the Home Instructor’s Guide for an example.)

Refer to the Home Instructor's Guide for today's high-frequency words.

Refer to the Home Instructor's Guide for more information.

Read silently as the student reads.

### Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



### Enrichment (optional)

Break for lunch.



### Silent Reading

Enjoy your reading time.





## Journal Time



Take out your journal. Turn to the Reading Response section.

Print the day's date at the top of the page.

To help you think about the story you just read, use the following sentence starters. Copy the sentence starters onto your journal page and finish each one.

- My favourite character was . . . because . . .
- My favourite part of the story was . . .
- My favourite illustration was . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

## Fun With Phonics

Read these words aloud.

bake      bad      fun      mule      hope

hop      Tim      time      feed      fed

With a blue crayon, circle the words that have **long** vowel sounds.

With a red crayon, circle the words that have **short** vowel sounds.

The words with long vowel sounds are *bake*, *mule*, *hope*, *time*, and *feed*. The words with short vowel sounds are *bad*, *fun*, *hop*, *Tim*, and *fed*.

Refer to the Home Instructor's Guide for more information.



Do pages 71, 72, 73, and 74.

## I'm a Magnet!

See how well you remember facts about magnets.

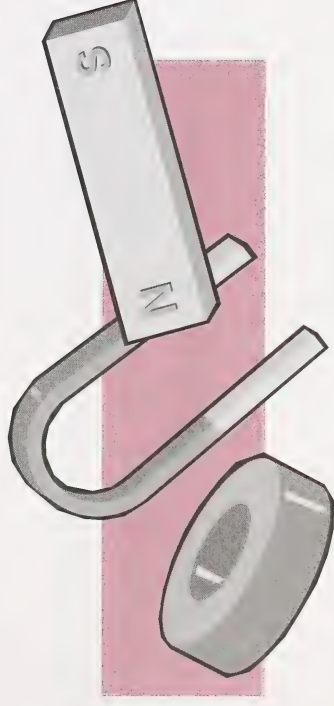
What is a magnet?

What is a magnetic object?

What are the only objects that can be magnetic?

Are all metal objects magnetic?

What must a metal object have to be magnetic?



Review the facts about magnets. Have the student answer the questions orally giving the following information: a magnet attracts certain metal objects; a magnetic object is attracted by a magnet; metal objects; no; iron or steel.



Continue the review answers with the student as follows:

yes; you can do an experiment with different magnets picking up metal objects like paper clips to see which magnet holds more; poles; north and south; the ends.

Elicit that unlike poles (N and S) attract, and like poles (N and N or S and S) repel.

Yes, items, such as paper, plastic, and fabric are materials a magnetic force can pass through.



Are some magnets stronger than other magnets?  
How can you show that?

What are the ends of magnets called?

Name the two poles.



Where is the best place on a magnet to attract things?

What is the rule for magnets?

Can a magnetic force pass through non-magnetic materials? Name three non-magnetic materials a magnetic force can pass through.

What is the force called that is all around a magnet?

Did you get most of the answers right?

Circle  **Yes** or  **No**. Review the ones that gave you trouble.

Do you know any good **science fiction** stories?

Circle  **Yes** or  **No**.

You're about to be a science fiction writer!

Think what it would be like to be a human magnet.

What would be good about it?

What would be bad about it?

It is called a magnetic field.

Discuss what a *science fiction* story is: a story that combines science and fantasy. It is usually about life in the future and often makes use of the latest discoveries in science and technology. Examples include stories made into movies and TV shows such as "Star Wars," "Star Trek," and so on.

Discuss what it would be like to be a magnet: you could attract metal things; you wouldn't have to pick metal things up, they would "fly" to you; you could travel anywhere by latching onto a car, train, or plane. The negative could include not wanting to be attracted to passing cars or attracting every metal object you go by. Discuss any other ideas the student may suggest.



Assist the student as needed throughout the writing process using “The Writing Process” chart. The story should be brief.



Take out lined paper.

Jot down some notes with your ideas.

Use the notes to write your science fiction story.

Follow **The Writing Process** chart as you write.

Give your story a catchy title!

When you finish, draw yourself as a human magnet below your story.



Refer to the Home Instructor's Guide for more information about this activity.



## Story Time

Today's book by Phoebe Gilman is called *The Wonderful Pigs of Jillian Jiggs*. Look at the cover first. What can you predict about Jillian Jiggs?

Follow along in the text as your home instructor reads the story *The Wonderful Pigs of Jillian Jiggs*.

Does Jillian's little sister admire her?

Circle **Yes** or **No**. How can you tell?

Jillian had the following rhyme for her name.

Jillian, Jillian, Jillian Jiggs,  
Maker of wonderful, marvelous pigs!"

Have the student look at the cover of *The Wonderful Pigs of Jillian Jiggs* and make predictions about the kind of girl Jillian might be. Examples might be happy, active, mischievous, creative, or energetic. Read the book to the student.

Encourage the student to talk about personal experiences based on the story and illustrations. Talk about the setting (Jillian's home and neighbourhood). This is a family story with play as the focus. Have the student answer the questions orally as follows: Yes, because she obviously enjoys being with Jillian and is always with her.



Help the student think of a rhyme for his or her name.

The student may want to make a pig by following the instructions in the book. If so, you may need to assist the student with the sewing and cutting.

Can you think of a rhyme to go with your own name?

Retell the story in your own words.

If you have time and the materials, ask an adult to help you make a pig, just like the one Jillian Jiggs made!

## Looking Back

Are you happy with your science fiction story?

Do you like writing stories?

What do you like/dislike about writing?

Do you like to share your writing with others? Why or why not?

Turn to Assignment Booklet 2B and complete Day 12: Learning Log. Have the student include his or her comments.

Is there some way you could improve your writing skills? How?

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read your science fiction story.
- Show and talk about your story map of "The Long Wait."
- Read your new ending to "The Long Wait."
- Read *The Wonderful Pigs of Jillian Jiggs*.



## Day 13: Learning to Co-operate

Today you will play a clapping game with a partner. It will only work if you both co-operate!

You will read a story about two children who co-operate with animals to get something done.

And you will learn how community members co-operate with each other to make the community a good place to live.

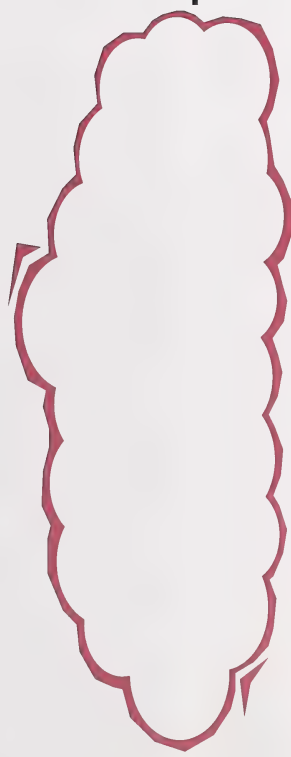
Co-operating can be fun.



## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Discuss today's forecast with the student.



## Learning to Co-operate

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 13.

### Journal Time



Take out your journal. Turn to your Personal Writing section.

Do you co-operate at home? Circle **Yes** or **No**.



Look up the word **co-operate** in the dictionary. Read what it says aloud.

Discuss that *co-operate* means to work together; to be helpful; to assist. Talk about times the student *co-operated* or was *co-operative*. Examples might include helping to rake leaves, helping an adult make supper, assisting an adult by handing tools, playing with a friend, and so on.







Think of a time you co-operated. Write about that in your journal.

## Music and Movement

You're going to hear a **chant** called "Gisco Pop." It's a traditional chant from Jamaica.

Explain that a *chant* is a spoken, sing-song phrase usually performed by two or more people. Together, look up Jamaica in an atlas.

“Gisco Pop” is also a clapping game. Jamaicans clap and chant to it.



Practise the pattern several times with the student before doing it to the recording.

Try the following clapping game with your home instructor.

- Clap your own hands together.
- Clap your right hand together with your home instructor's right hand.
- Clap your own hands together.
- Clap your left hand together with your home instructor's left hand.
- Repeat.



Now try out the clapping pattern while you listen to the recording.

When you hear the words “Moonshine . . . Moonshine,” put both your hands together with your partner’s hands and move them from left to right slowly. When you hear the word **freeze**, you must stay perfectly still!!



How did that work?

What did you find out that both partners have to do to make the clapping game work?

Locate the song “Gisco Pop” in the *Ideas That Sing!* Volume 1 CD. Play the recording as you and the student clap.

Discuss how well you worked together. Explain that this is a game that focuses on teamwork and co-operation.

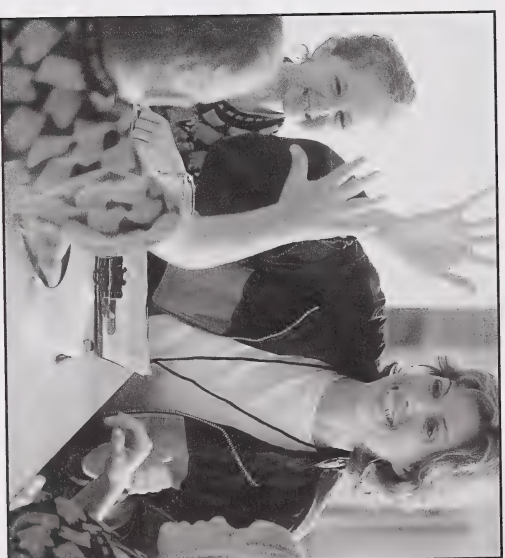


Play the recording once or twice again, following the pattern described.

You both have to work together and co-operate with each other.

Try it again to make the clapping game work even better!

These are the words to "Gisco Pop."



### Gisco Pop

A biscuit, a biscuit,  
Ice cream, ice cream,  
Ginger bear, ginger bear,  
Gisco Pop, Gisco Pop  
A moonshine, a moonshine,  
Freeze!

1

<sup>1</sup> "Gisco Pop," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1988), 20. Reproduced by permission.

## Reading

Look at the following play. Read the title aloud and look at the pictures. Look at the **cast of characters**. Read the names aloud.

What do you think might happen in this play?

You can read the part of Ann or Andy. Your home instructor will read the other part.

What are Ann and Andy trying to do?

What is the problem?

Before you read on to find out how Ann and Andy solve their problem, decide which extra characters you want to read the parts for—Buster the Dog? Taffy the Cat? Maggie the Mouse?

Explain that the *cast of characters* refers to the characters who appear in the play. The characters are a boy, a girl, a dog, a cat, and a mouse.

Have the student predict what might happen.

Read the lines together, with the student playing either Ann or Andy.

Have the student answer the questions orally. Ann and Andy want to make carrot soup. The problem is that they can't pull the carrot out of the ground.

Have the student choose one, two, or all three of the other characters' parts to read. You read the character(s) not chosen by the student.



## Making Soup

### Cast of Characters:

Ann



Taffy the Cat



Andy



Maggie the Mouse



Buster the Dog



**Ann:** I'm hungry.

**Andy:** All we have is a piece of bread.

**Ann:** There's a carrot in the garden.

**Andy:** Let's make some carrot soup.

**Ann:** Pull hard! Pull hard!

**Andy:** We need some help.

**Ann:** Buster, can you help us pull a carrot, so we can make some soup?

**Buster:** I'm too tired to help. I'd rather have a bone to chew.





**Andy:**

We'll find you a bone.

**Ann:**

Taffy, can you help us pull up a carrot, so we can make some soup?

**Taffy:**

I'm too tired to help. I only have a bone, but I'd rather have milk.

**Andy:**

We'll find you some milk.

**Ann:**

Maggie, can you help us pull a carrot, so we can make some soup?

**Maggie:**

I'm too tired to help. All I have is this milk. I'd rather have some bread to nibble.

**Andy:**

I have some bread.

**Maggie:**

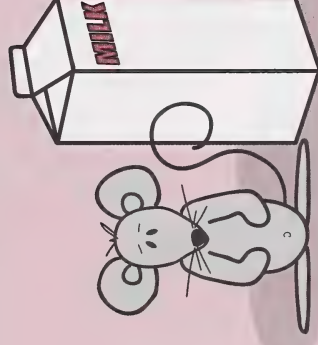
Thank you.

**Ann:**

Taffy, here is some milk.

**Taffy:**

Thank you.

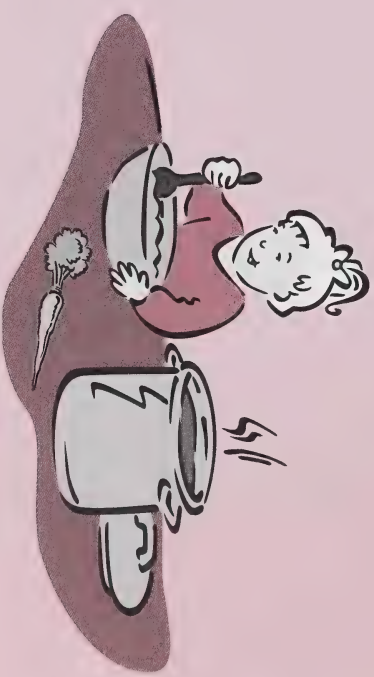


**Ann:** Buster, here is a bone for you.

**Buster:** Thank you.

(The animals all help Ann and Andy pull up the carrot.)

**Andy:** Now we can make carrot soup!



Why did Ann and Andy want to find a bone for Buster?

What will Ann and Andy do next?

At the end, why were the animals able to help pull the carrot out?

What was the problem Ann and Andy had at the beginning of the story?

How did they solve their problem?

Do you remember a word that means everyone gets together to help each other out? Circle **yes** or **no**.

Have the student answer the questions orally. If they helped Buster, maybe he would be able to help them pull the carrot out.

Accept the student's prediction.

All the animals have been fed and are no longer tired. They wanted to help out.

Ann and Andy could not pull the carrot to make carrot soup. The animals were hungry and too tired to help pull out the carrot. Ann and Andy fed the animals who then helped them pull the carrot out of the ground.



Help develop the following ideas. They all pulled the carrot out together—they helped each other out; things get done when everyone *co-operates*—you can accomplish something when everyone works together or when there is *co-operation*.

The word is *co-operate*.

How did the animals co-operate with Ann and Andy?

What happens when everyone co-operates?

Go back and read the play “Making Soup” aloud with expression.



Complete Day 13: Assignment 3 in your Assignment Booklet.



# Writer's Workshop

Ann and Andy made soup out of carrots.

What are some of the **ingredients** you think might go into carrot soup? Print them on the lines.




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What else would you need when making soup?



Take out lined paper.

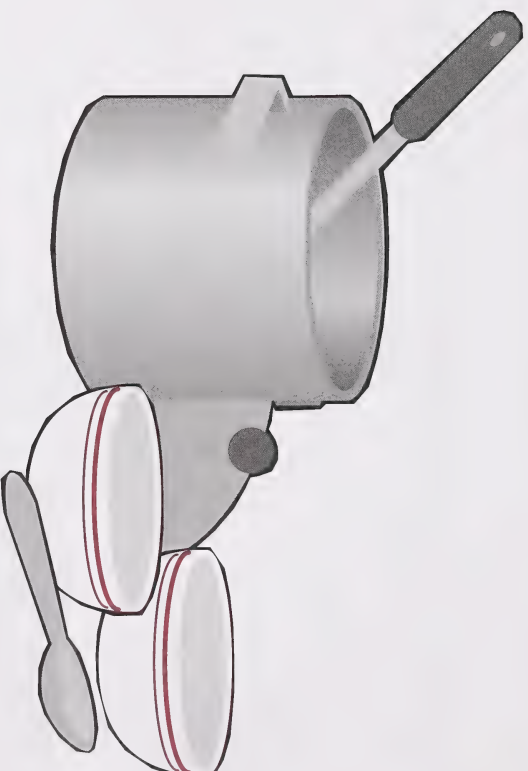
Explain the word *ingredients*: things or parts of a mixture, like in a recipe. Have the student look up *ingredient* in the dictionary and read the definition aloud. Brainstorm ingredients that go into making carrot soup. Suggest butter or oil, onion, water, carrots, and spices, like salt and pepper.

The answers are a large pot, a large spoon, a knife, and a stove.

Have the student look back to the instructions he or she wrote for washing a dog.

Ask the student what the first step would be. Suggest cutting up the carrots and onions. Have the student write it down. Each step should start with an action word. See the Home Instructor's Guide for a recipe example and more information.

Do you remember when you wrote instructions for washing a dog in Module 1, Day 6?



Writing instructions for a recipe is like that. Today you will write a recipe for carrot soup. Your home instructor will help you get started. You will write the title at the top of your page and then list the ingredients needed.



What kinds of tools or equipment do you need? List them next. Now, think of the steps in making soup. Write down the instructions carefully. Try not to miss out anything.

On the same page draw and colour the ingredients you used for your soup, or draw a picture of yourself eating and enjoying your soup!



## New Words

Turn to the play "Making Soup."

With your home instructor, read "Making Soup" aloud. This time read the parts of the characters you didn't read this morning.

Read the play again with the student, switching the parts you read in the morning.

These words are from the play "Making Soup." Read them to your home instructor.

find

help

hungry

pull

some

Remember, if you have a hard time saying a word, look at how it starts. Try to sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look** – **say** – **cover** and **see** – **write** – **check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. Ann and Andy were \_\_\_\_\_.
2. Buster said, "I'm too tired to \_\_\_\_\_ you."

The answers are as follows:  
hungry; help; pull; some; find.



Remind the student to use the new words for help.

The answers are as follows: so, me; pull; find.

3. Ann and Andy wanted to \_\_\_\_\_ up a carrot to make \_\_\_\_\_ soup.

4. If you look hard for something, you can usually \_\_\_\_\_ it.

Print the answers to the following on the lines.

Find two little words in **some**.

\_\_\_\_\_

What is the opposite of **push**? \_\_\_\_\_

What rhymes with **kind**? \_\_\_\_\_

The answers are help and hungry.

When you're in trouble, you need this. What is it?

---

Unscramble the letters **gyhnru** to make a word.

---



Take out five white index cards.

Print the five new words on the white index cards.  
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



**Enrichment (optional)**

If there are any other words from the play "Making Soup" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Refer to the Home Instructor's Guide for more information.

Read silently as the student  
reads *The Wonderful Pigs of  
Jillian Jiggs*.

**Break for lunch.**



## Silent Reading

Read the book *The Wonderful Pigs of Jillian Jiggs* silently.

## Journal Time



Take out your journal. Turn to the Reading Response section.

Print the day's date at the top of the page.

To help you think about the story *The Wonderful Pigs of Jillian Jiggs*, use the following sentence starters. Copy the sentence starters onto your journal page and finish each one.



- I would/wouldn't like to change places with Jillian because . . .
- My favourite part of the story was . . .
- My favourite illustration was . . .
- Of the two Jillian Jiggs books, I like \_\_\_\_\_ better because . . .



Take out unlined paper.

Draw a picture of your favourite part of the story on the paper. Try to draw it in Phoebe Gilman's style. Print the title of the book on the page.

Put it on the display board.



**Enrichment (optional)**

**Module 2B: I Love a Good Story**

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

Refer to the Home Instructor's Guide for more information.



## Fun with Phonics

These words are from the play "Making Soup." Read them aloud.

Ann      bone      Andy      dog      cat

make      pull      help      only      here

Look at the first vowel in each word.

With an orange crayon, circle the words that have a **long** vowel sound.

With a green crayon, circle the words that have a **short** vowel sound.

Now you will be reviewing words that have **long** and **short** vowels.

The words with long vowel sounds are *bone, make, only,* and *here*. The words with short vowel sounds are *Ann, Andy, dog, cat, pull,* and *help*.

Make a fold-up book from pages 75 and 76. After you make the book, print your name on it and read it aloud.



Do pages 77 and 78.

## Ways People Co-operate

In the play “Making Soup,” you read how all the characters worked together to help each other. Together they solved a problem.

Ann and Andy, Buster, Taffy, and Maggie all co-operated with each other to meet a need.

What need did they meet by co-operating with each other?

Refer to the Home Instructor’s Guide for more information.

Have the student answer orally that the need was food.





Does everyone in a community need food?

Circle **Yes** or **No**.

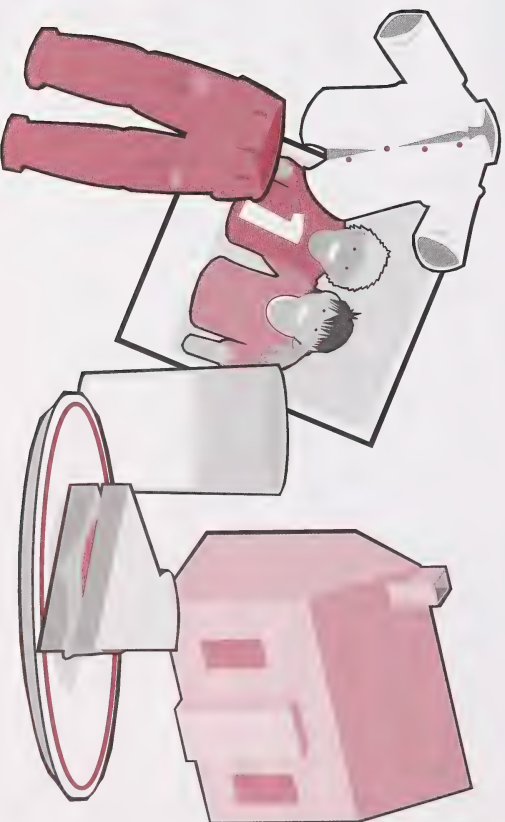
Yes, food is one of the four basic needs.

Do you remember the other three needs?

Circle **Yes** or **No**.

What are they?

Have the student answer orally that the other three needs are shelter, clothing, and affection.



People in communities all have these needs. People meet their needs in many different ways.

Look at this picture of Joan.  
How can the people in Joan's  
community co-operate to help  
her and others who need help  
going up stairs?



Brainstorm ways that the  
community can co-operate to  
meet the needs of its citizens.  
For example, a wheelchair  
ramp can be built to help  
people get into shops and  
into homes.

The community cares for Joan and people like her. Explain that community members care and respect all citizens and try to meet the needs of people and groups who face problems.

They could build recreational centres to help those who wish to watch or participate.

A community may create group homes or find foster parents. Discuss other solutions.

The community members built a wheelchair ramp to help people with physical problems to meet their needs. Why do you think they did that?

How can a community co-operate to help people who want to go to a place where they can play or watch hockey, skate, curl, swim, dance, or exercise?

How can a community co-operate to help children who can't live at home?

You learned that all people have needs.

Community members get together and think of ways to meet the needs of everyone in the community.

They co-operate with one another to help the community.

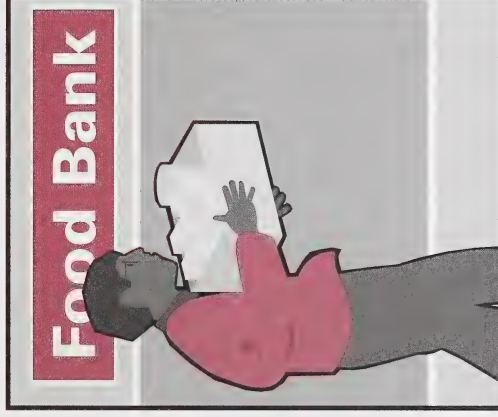


There are ways you, with the help of an adult, can co-operate in your community, too.

For example, how can you help people who need food but cannot always get it on their own?



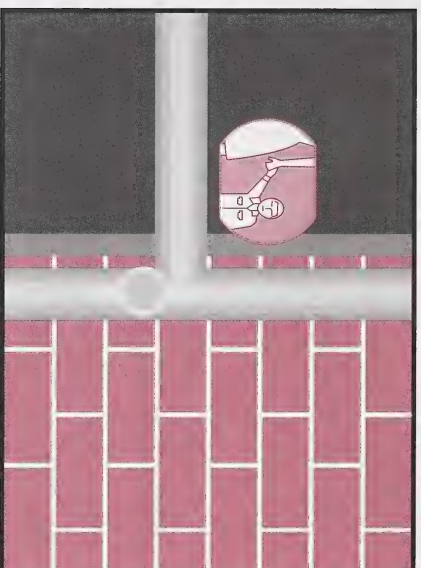
What can you do to help people in hospitals and senior citizens homes?



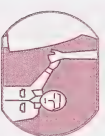
You could contribute to the food bank.

You could do volunteer work in hospitals, daycares or senior citizens homes, by visiting people and sharing concerns, listening, reading, and playing games.

Point out that some communities have set up Block Parent homes. These are homes that are safe places a child can go, such as when a child is being bullied, lost, or ill; caught in severe weather; or frightened by a stranger.



What can a community do about children who are scared or need to feel safe when they are alone in the street?



This symbol tells you this is a Block Parent home.

Are there ways that you can co-operate in your community? Circle **Yes** or **No**.

**Yes** or **No**

List three ways you can co-operate to help meet the needs of people in your community

1.

---

2.

---

3.

---

---



Complete Day 3: Assignment 4 in your Assignment Booklet.

Brainstorm genuine ways. Look at the previous examples given for ideas. Have the student list the ways.



## Story Time



Today's book by Phoebe Gilman is called *Little Blue Ben*. It is a retell of an old nursery rhyme.

Follow along in the text as your home instructor reads the story *Little Blue Ben*.

Read *Little Blue Ben* to the student. Find a comfortable chair for both of you to sit in. As you read the story, have the student look for Little Blue Ben in the pages.

Have the student answer orally. Discuss the relationship between Little Blue Ben and his sister Blue Cat. Ask the student if he or she co-operates with siblings (if there are any). Talk about the setting (the forest) and how Phoebe Gilman gives a hint on the cover as to the teasing and hiding that will take place in the story.

Did you find a picture of Little Blue Ben in all the pages? Circle  **Yes** or  **No**.

Do the Blue Cat and Little Blue Ben get along with each other? Circle  **Yes** or  **No**. How can you tell?

Is Little Blue Ben being co-operative with his sister Blue Cat? Circle  **Yes** or  **No**.

How can he be more co-operative?

Retell the story.

## Looking Back

What was your favourite part of the day?

Would you like to grow carrots like Ann and Andy?

Circle  **Yes** or  **No**. Why or why not?

What did you learn about co-operation?

Do you think you are a co-operative person?

Circle  **Yes** or  **No**. Why or why not?

Turn to Assignment Booklet 2B and complete Day 13: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could do one of the following:

- Read “Making Soup” with your family and have family members read the different parts.
- Show the recipe you wrote for soup.
- Make the soup with an adult.
- Describe the ways everyone can co-operate to help members of the community.
- Read *The Wonderful Pigs of Jillian Jiggs*.





## Day 14: This Is What I Think

All people can think what they want to think.

You can, too.

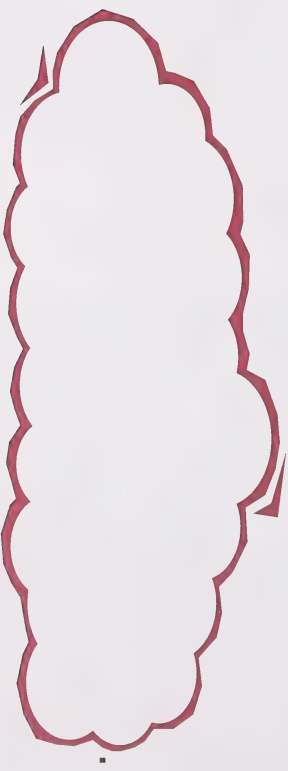
Today, you will have a chance to say what you think about many different things.

## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

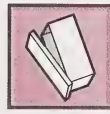


Work on Module 2: Day 14.

## Reading

You will be reading about a bear and a coyote.

What do you know about bears and coyotes?



Take out the book *Round and Round*.

Turn to the Contents page.

Discuss the current weather with the student.

On the board or chart paper, prepare a chart. Draw a line down the centre and print the headings "Bear" and "Coyote" on each half. Write in point form the information the student tells you about bears and coyotes. Put a question mark beside information the student is not sure about for later research.

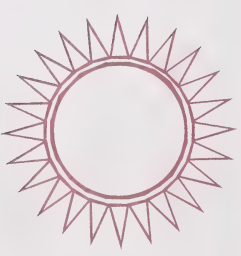
Tell the student that the story he or she will be reading is about a bear and a coyote. Pronounce coyote *ki'ot* or *ki'ut*, with the emphasis on the first syllable. The "e" at the end is silent. This is the Canadian pronunciation of coyote.



Have the student print the answer in the sun.

Have the student answer the questions orally. The main characters are a grizzly bear and a coyote.

On what page is the story "Why We Have Night and Day"? Print it in the sun.



Look at the illustration on page 24. Who do you think the main characters are?

Where do you think the story is taking place?

Make a prediction as to how the grizzly bear and coyote could be the reason we have night and day.

Who retold the story?

---

Have the student print the answers on the lines. The story is retold by **Jan Bourdeau Waboose**.

The illustrator is **Kasia Charko**.

Who is the illustrator?

---

What kind of story is “Why We Have Night and Day”?

---

Look at the illustration on page 24.

What do you think Grizzly Bear and Coyote are saying to each other?

Look at the illustration on page 25.

Look at the tent in the background. What do you call that kind of tent?

Can you see some things in the log that look like this? What are they?



Do you know what grubs do? Circle **Yes** or **No**.  
What is it they do?

The story is a **native legend**.

“Walk” the student through the illustrations. Have the student make predictions and glean information from the questions.

What might Coyote be saying to the grubs?

Look at the illustration on page 26.

What do you think Grizzly Bear and Coyote might be wishing for?

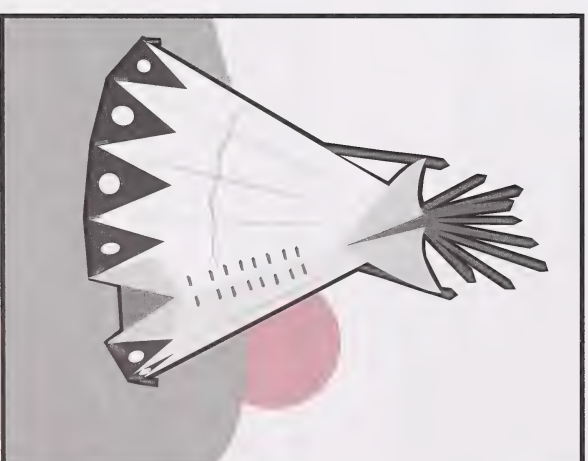
Look at the illustrations on page 27.

Why did Grizzly Bear fall off the log?

What do you suppose Coyote had to do with it?

Why would Grizzly Bear be taking a bath?

Look at the illustration on page 28.





What are those fumes coming out of Grizzly Bear?

How does Coyote feel? How do you know that?

Look at the illustrations on page 29.

Grizzly Bear has just taken another bath. Why do you think he did that?

What do you suppose he is trying to do to Coyote?

Did his plan work? Circle **Yes** or **No**. Why or why not?

Look at the illustration on page 30.

What might Coyote be doing now?



Look at the illustration on page 31.

What kind of trouble is Grizzly Bear having?

What do you think he might do next?

Look at the illustrations on page 32.

What could Coyote and Grizzly Bear be saying now?

How do you think the story ends?

Read the story silently.

Read your favourite part aloud.

If the student needs guidance reading the text, read it aloud first, with him or her following along. Then have the student read it independently.

Discuss what happened in the story. Then have the student read a favourite part aloud. Read your favourite part aloud, too.



Think of some words that would describe Grizzly Bear and Coyote. Print them in the logs.

### Grizzly Bear



### Coyote





Did you think of words like large, furry, smart, or clever?

Did either animal get his wish? Circle **Yes** or **No**.

What happened because neither one got his wish?

Was one animal more clever than the other?

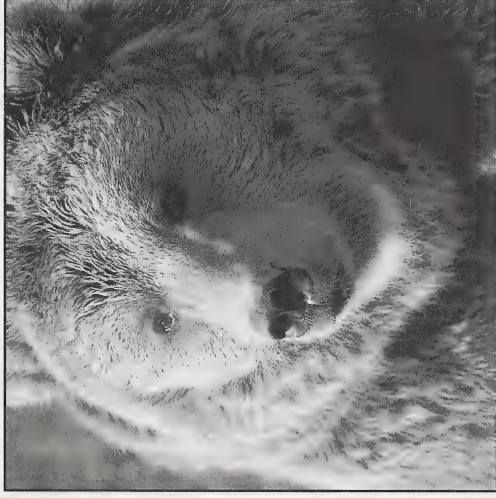
Circle **Yes** or **No**.

If so, which one do you think? Why?



Have the student answer the questions orally.

Did you want the Grizzly Bear or the Coyote to get his wish?  
Why or why not?



Think about what it would be like if there was only day. What would it be like if there was only night?

What was your favourite part of the story? Why?



Take out unlined paper.



Have the student print a sentence describing the action. For example, if the student draws the bear taking a bath, the caption could read, "Grizzly Bear takes a stinky bath."

Refer to the Home Instructor's Guide for more information.

Draw and colour your favourite part of the story.

Print a sentence under the picture that describes what is happening.



You will send your drawing to your teacher on Day 18.

## New Words

These words are from the story "Why We Have Night and Day." Read them to your home instructor.

himself

nothing

share

river



Remember, if you have a hard time saying a word, look at how it starts. Try to sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. It's best to \_\_\_\_\_ your toys with your friends.
2. Nahani crossed the \_\_\_\_\_ in a canoe.

The answers are share and river.

The answers are **himself** and **nothing**.

The answers are as follows: **no**, **not**, **thing**, **thin**, **hi**, **in**; **river**; **share**; **him**, **self**.

Remind your student to use the new words for help.

3. Larry tied his shoelaces all by \_\_\_\_\_.
4. When Grizzly Bear looked under his paws, he saw \_\_\_\_\_ there.

Print the answers to the following on the lines.

Find four little words in the word **nothing**.

---

---

---

---

What word means running water larger than a creek?

---

What word rhymes with **care**? \_\_\_\_\_



Find two little words in the word **himself**.

---



Take out four white index cards.

Print the four new words on the white index cards.  
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

**I Wish . . .**

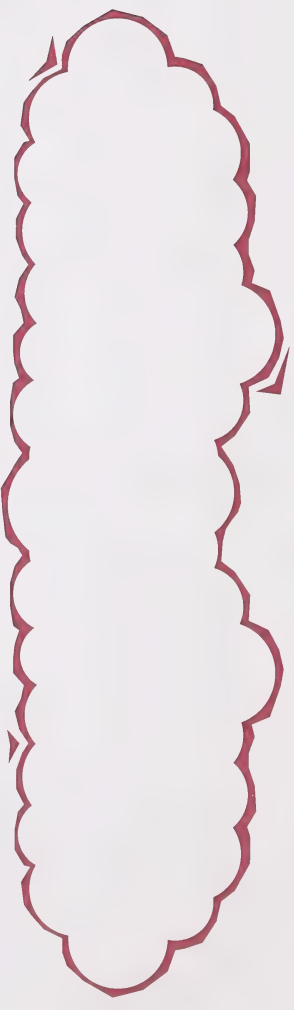
Grizzly Bear and Coyote each had a wish.

If there are any other words from the story “Why We Have Night and Day” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

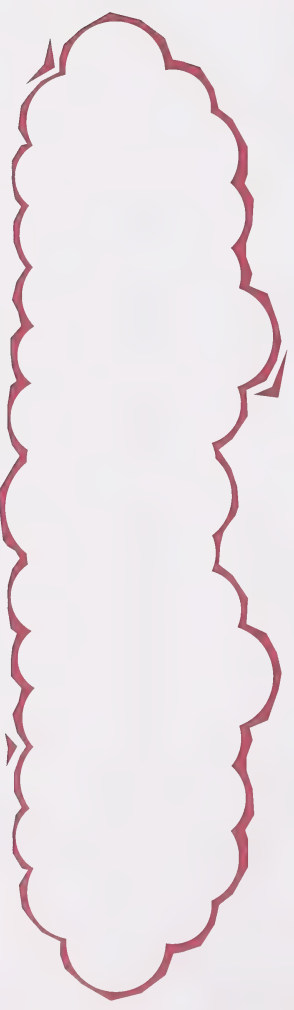


Have the student go back to the story to find out what each animal wished and print it in the clouds.

What was Grizzly Bear's wish?



What was Coyote's wish?



What is good about having only days? What is bad about having only days?

What is good about having only nights? What is bad about having only nights?

Discuss the pros and cons of having either all day or all night. Have the student print each in the chart. See the Home Instructor's Guide for an example.



Fill in the chart below.

Only Days		Only Nights	
Good	Bad	Good	Bad

Explain the meaning of *opinion*: what a person thinks about a topic or question. Have the student look up the word *opinion* in the dictionary and read the definition aloud. Discuss the student's opinion of night and day.

Have the student complete the sentence.

Have the student support his or her opinion with one point. Discuss why he or she prefers day or night. The student then completes the sentence.

The student expresses his or her opinion again, this time supported with another point. Have the student complete the sentence with the new point.



What is your **opinion**? What would you prefer—to have only day or to have only night?

Write your opinion on the following lines.

I wish it would always be \_\_\_\_\_.

Why do you wish it was always like that?

I wish it would always be \_\_\_\_\_.

because \_\_\_\_\_.

\_\_\_\_\_.

I wish it would always be \_\_\_\_\_.

because \_\_\_\_\_.

\_\_\_\_\_.



You have opinions on many other topics. Think of an opinion you have and then make a statement about it.



Take out lined paper.

Make a chart on the sheet of paper like the one you just filled in.

Make a list of what would be good and bad about the statement you made. Then express your opinion in a sentence.

## Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

**Break for lunch.**



Discuss other topics the student may have opinions about. Then have the student make a statement for it. For example, I wish it would never be cold, I wish I lived in the city/country/farm; I wish it never rained; I wish I had more/fewer brothers/sisters, and so on.

Help the student make a chart like the one for day and night. Have the student choose one statement, and make a list of what would be good and bad about it. Then have the student express his or her opinion in a sentence: "I wish . . . because . . ."

Refer to your Home Instructor's Guide for more information.

Refer to your Home Instructor's Guide for more information.

Read silently as the student reads *Little Blue Ben*.

Remind your student to put the day's date at the top of the page if she or he has forgotten.

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal. For the sentence starter beginning, "In my opinion..." have the student state what he or she thinks of the book.



## Silent Reading

Read the book *Little Blue Ben* silently.

## Journal Time



Take out your journal. Turn to the Reading Response section.

To help you think about the story *Little Blue Ben*, use the following sentence starters. Copy the sentence starters onto your journal page and finish each one.

- In my opinion, this story is . . .
- I would/wouldn't like Little Blue Ben to be my brother because . . .
- This story surprised me because . . .



Take out unlined paper.

Draw a picture of your favourite part of the story on the paper. Try to draw it in Phoebe Gilman's style.

Did you hide Little Blue Ben in your picture?

Print the title of the book on the paper.

Put it on the display board.

## Fun with Phonics

Read aloud these compound words from the story "Why We Have Night and Day."

himself   something   nothing

everywhere   sometime



The words are as follows: him, self; some, thing; no, thing; every, where; some, time.

You know a compound word is made up of two or more words joined together to make a new word.

Print the **two** little words in each of the following compound words.

himself \_\_\_\_\_

something \_\_\_\_\_

nothing \_\_\_\_\_

everywhere \_\_\_\_\_

sometime \_\_\_\_\_

Now you will be working with compound words.

Read page 79 aloud to the student. Have the student answer the questions on the page.



Do pages 81 and 82.

## Ear Care



Take out your book *Round and Round*.

Turn to the story "Why We Have Night and Day."

Look at the pictures of Grizzly Bear and Coyote.  
Notice their ears.

Both animals can move their ears. They are always listening for any sounds of danger.

### Did You Know?

A coyote's hearing is very good and is used to find prey and avoid danger. Movement and position of the ears is also used to communicate feelings and indicate rank.



Have the student answer all the questions orally. Discuss the sounds present, such as a clock ticking, traffic going by, a radio in another room, people's voices, breathing noises, or leaves rustling.

Have the student cup his or her ears. Speak softly. Discuss how the student felt when he or she couldn't hear you well.

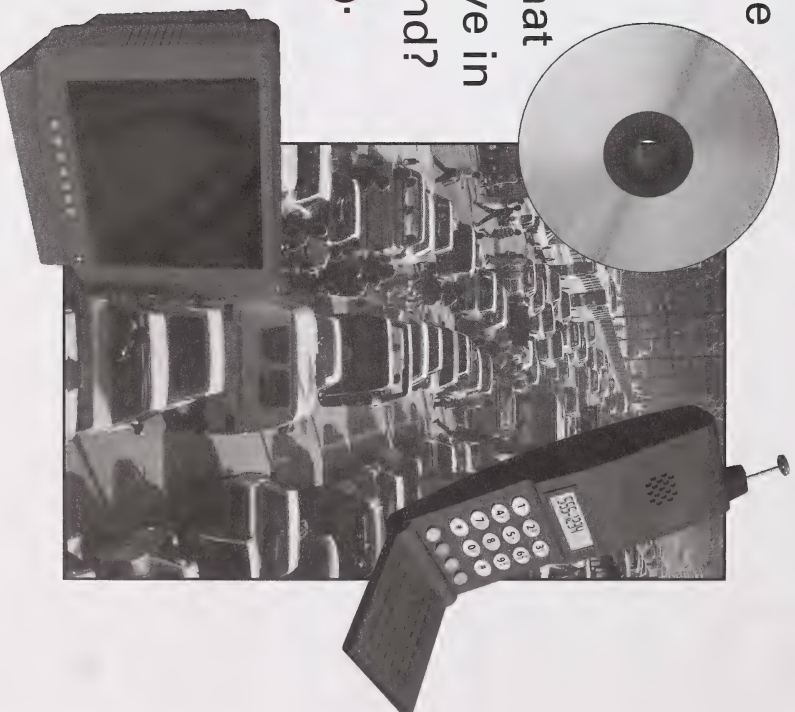
You use your ears all the time, too.

What are some of the sounds you can hear right now?

Can you imagine what it would be like to live in a world with no sound?

Circle  **Yes** or  **No**.

Put your hands on your ears as your home instructor speaks.





How did you feel when you couldn't hear well?

Some people hear like that all the time. Some people can't hear at all.



You know how important it is to take good care of your eyes.

Do you remember why? Circle **Yes** or **No**.

What are some ways you can care for your eyes?

Review briefly proper eye care. It is important to wear sunglasses and a hat to keep away the harmful rays of the sun; to wear goggles and helmets when playing sports or when working around dangerous chemicals or welding equipment; to wear seat belts in vehicles; to have eyes checked by a health-care professional; to eat nutritious foods every day; to wear glasses when needed; to not rub eyes and to ask an adult's help if something gets in the eye; to gently wash eyes and face daily.

Discuss ways of caring for ears. Talk about the importance of wearing hats or ear muffs in the cold; turning down loud music or a loud television; cleaning the ears on the outside only; never putting anything inside the ears; blowing your nose with your mouth open; wearing special protection when working (people who use chain saws, drive tractors and use loud machinery, construction workers); avoiding getting hit around or on the ear; wearing seat belts to protect against blows to the head; telling an adult when you have an earache or discharge from the ear; having regular check-ups by a health care professional.

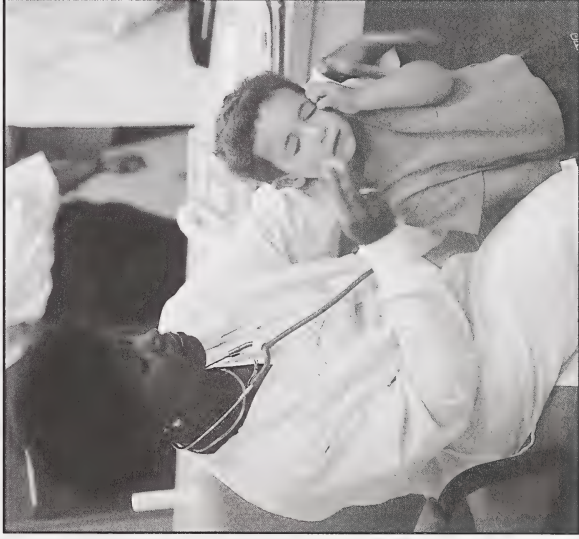
It is very important to take good care of your ears, too. If you don't, you can have hearing difficulty, hearing loss, and even pain.



Can you think of ways you can take care of your ears?

What would you do if any of these happened to you?

- pain inside your ear
- a discharge coming out of your ear
- a ringing noise in your ear
- swelling behind your ears



Did you say to tell a parent or adult right away, and then visit a health-care professional?

**Module 2B: I Love a Good Story**

Discuss how important it is to tell a parent or guardian right away if there is anything wrong with the student's ears. Inform the student that neglecting immediate care can lead to hearing loss.



## Community Helpers

Some people in your community can help you take care of your ears.

Do you know who some of them are? Circle **Yes** or **No**.



A public health-care nurse can test your hearing.

Your family doctor can look inside your ears to check them.

An ear, nose, and throat doctor can help with ear problems.

A speech and hearing person tests for hearing and speech problems.



Complete Day 14: Assignment 5 in your Assignment Booklet.

## A Model of My Head



Take out your modelling clay.

Make a model of your head. Don't forget to show your ears and eyes.



Explain that an ear, nose, and throat doctor, speech pathologist, and an ear doctor, or audiologist are specialists who treat those areas.

Provide the student with a form of modelling clay large enough to show all the facial features. Ensure the student includes the ears. Assist the student as needed in making a head. Show the student simple clay-modelling techniques, such as adding pieces of clay, pinching, pressing, and texturing (use a pencil point for texturing the hair).

Read *Grandma and the Pirates* to the student. Find a comfortable spot for both of you to sit together. Have the student follow along as you read the story. Study the detailed art work and border illustrations as you read. Point out the oyster shell on page 22 and the pearl inside it on page 23. Explain that this is a sea adventure story. Ask the student to predict whether the pirates are friendly or evil. Is Grandma a captive or a pirate herself?

Have the student answer orally. Ask the student about the characters. Just as in *The Balloon Tree*, this story has villains (the pirates) and a happy ending for the central characters. In *The Balloon Tree* and *Grandma and the Pirates*, both traditional tales, Phoebe Gilman uses border illustrations. Explain that old books made hundreds of years ago used this technique. Ask the student why the author uses this technique with these two stories. The reason is to give a feeling of very old stories.



## Story Time

The story by Phoebe Gilman you will read today is called *Grandma and the Pirates*.

Follow along in the text as your home instructor reads the story *Grandma and the Pirates*.

What do you think Grandma and Melissa will do with the ship now that they have it?

What will happen to the pirates on Boola Boola Island?

Did you notice all the different knots in the illustrations? Circle  **YES** or  **NO**.

How many different knots can you find?

Retell the story.



## Looking Back

Do you have lots of opinions on things?

Do you like discussing how you feel and think about things? Why or why not?

What are some new words you learned today that you liked?

Do you like the model you made of your head? Why or why not? If not, how could you have done a better job of the model?

Do you like using your hands to make things? Why or why not?

Turn to Assignment Booklet 2B and complete Day 14: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could do one of the following:

- Read the story “Why We Have Night and Day.”
- Show and talk about the model of your head.
- Read *Little Blue Ben*.

# Day 15: Grizzly Bear and Coyote

You're going to talk more about Grizzly Bear and Coyote from the story "Why We Have Night and Day."

You'll have fun making a mask of one of them. You might even get to wear it!



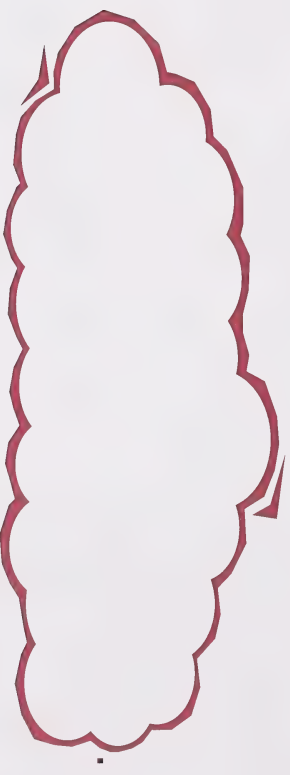


## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Discuss today's forecast with the student.



Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 15.

## Journal Time



Take out your journal. Turn to your Personal Writing section.

You read how Little Blue Ben always had to eat eggs.



Is there something you don't like to eat? Why not?

Module 2B: I Love a Good Story

Discuss the student's most-favourite and least-favourite foods.

Is there something you would like to eat all the time? Why?



Write about it in your journal.

In your journal draw a picture of your most-favourite food and your least-favourite food.

## Music and Movement



Take out the *Ideas That Sing!* Volume 1 CD.

Do you have a favourite game you like to play with sports equipment? Circle  **Yes** or  **No**.

Practise a trick or game with it. Then show it to your home instructor.

Ask the student to choose a favourite active game that requires some sports equipment, such as a Hula Hoop, bouncing ball, bean bag, handball, paddle with ball attached, skipping rope, balance board, trampoline, swing set, or horizontal bars. Have the student practise a trick or performance with the equipment for five to ten minutes and then show it to you. Remind the student of any necessary safety rules.





Do the clapping game with your home instructor as you listen to “Gisco Pop.”



Can you think of other hand-clapping patterns?

After the student has expended some energy, play the clapping game to the chant “Gisco Pop.” Locate “Gisco Pop” on the *Ideas That Sing!* Volume 1 CD.

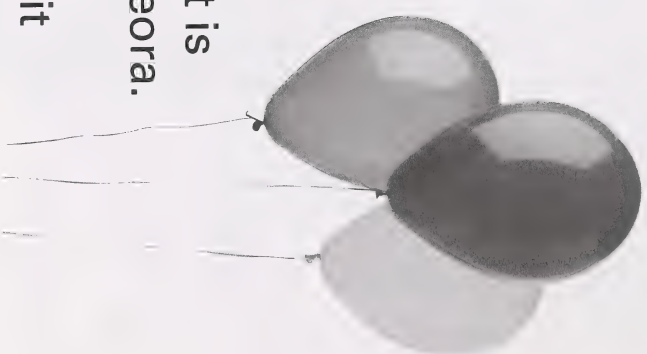
With the student, brainstorm other clapping patterns. Practise them with “Gisco Pop.”

Make up your own and try it out with the chant “Gisco Pop.”

Here is another chant. Do you recognize it? Chant it aloud.

Moon balloon,  
Moon balloon,  
Tickle the tree.  
Four balloons,  
More balloons,  
Blossom for me.

1



This chant is from *The Balloon Tree*. It is the chant the wizard gave Princess Leora.

Think of a clapping game for it. Play it with your home instructor.

<sup>1</sup> Phoebe Gilman, *The Balloon Tree* (Markham: Scholastic, Canada Ltd., 1984). Reproduced by permission.

## Reading



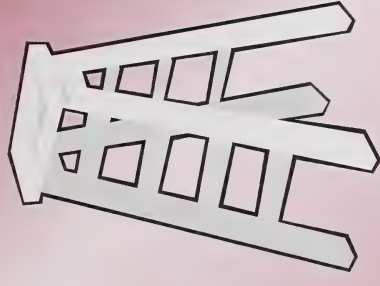
Take out the book *Round and Round*.

Turn to the story “Why We Have Night and Day.”

Read the story silently.

## Story Ladder

You are going to make a **story ladder** for the story “Why We Have Night and Day.”



Establish that a sequence of events occurred in trying to solve the problem. A *story ladder* shows how the sequence occurred. Explain that a story ladder is just like a real ladder. The ladder shows step-by-step the things Grizzly Bear and Coyote did to try to be the one who makes the most wishes (inside the tipi).





Read the information on the ladder aloud from the bottom up. Then complete each statement. The first one is done for you.

7. In the end

6. Grizzly Bear tried to fish

5. Coyote went to the river and

4. Coyote smelled something bad but

3. Grizzly Bear heated river water and

2. When Grizzly Bear sat on his special log

1. Coyote asked the grubs for help to **eat away the inside of the log.**

Have the student read the event on each ladder rung, beginning at the bottom. Discuss ways of completing each sentence as the first one shows. Encourage the student to refer often to the story. See the Home Instructor's Guide for more information.

# Word Search

Aloud, read the following lists of words from the story "Why We Have Night and Day."

Then find each word and circle it in the puzzle box to the right. Check off each little box beside the word as you find it.

t	b	p	m	a	n	y	g	d	c
r	o	l	o	w	i	s	h	a	o
i	n	j	s	t	g	r	u	b	y
c	e	u	t	c	h	n	s	a	o
k	s	m	a	r	t	i	t	r	t
t	i	p	i	n	s	i	d	e	b
p	s	l	y	v	q	w	n	a	b
h	e	a	t	e	d	l	k	y	e
h	u	n	d	r	e	d	y	m	a
s	p	e	c	i	a	l	o	t	r

## Words Across

<input type="checkbox"/>	many	<input type="checkbox"/>	special
<input type="checkbox"/>	wish	<input type="checkbox"/>	grub
<input type="checkbox"/>	smart	<input type="checkbox"/>	inside
<input type="checkbox"/>	tipi	<input type="checkbox"/>	heated
<input type="checkbox"/>	hundred	<input type="checkbox"/>	sly

## Words Down

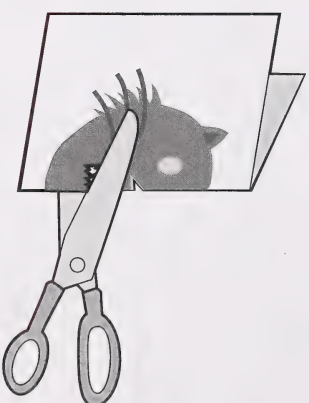
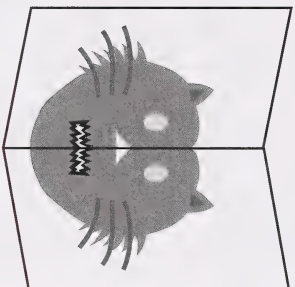
<input type="checkbox"/>	night	<input type="checkbox"/>	jump
<input type="checkbox"/>	bear	<input type="checkbox"/>	bones
<input type="checkbox"/>	day	<input type="checkbox"/>	trick
<input type="checkbox"/>	stinky	<input type="checkbox"/>	most
<input type="checkbox"/>	coyote	<input type="checkbox"/>	river

Demonstrate how to make the mask first.

## Project Time

Today you will make a mask of Grizzly Bear or Coyote.

In the story "Why We Have Night and Day," which one is your favourite character?



Take out crayons, markers, or paint, and yarn.



Take out unlined paper.



Follow these instructions:

- Fold a piece of paper in half.
- Unfold the paper and draw a face centred on the fold line.
- Colour the face with crayons, markers, or paint to look like Grizzly Bear or Coyote.
- Fold the paper in half again.
- Cut out the nose and the mouth.
- Unfold the paper and glue on yarn for the fur.

Hang your mask on a wall in your room. You may send it to your teacher on Day 18.

**Break for lunch.**



Read silently as the student reads *Grandma and the Pirates*.

## Silent Reading

Read the book *Grandma and the Pirates* silently.

## Journal Time



Take out your journal. Turn to the Reading Response section.

Print the day's date at the top of the page.

To help you think about the book *Grandma and the Pirates*, use the following sentence starters. Copy the sentence starters onto your journal page and finish each one.

- I thought \_\_\_\_\_ was brave because . . .
- I would like to change places with \_\_\_\_\_ because . . .
- My favourite part of the story was . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.



Take out unlined paper.

Draw a picture of your favourite part of the story.  
Draw border illustrations, just as Phoebe Gilman does.

Print the title of the book on the page. Put it on the display board.



Encourage the student to draw a picture in the style of Phoebe Gilman—detailed and with a border—just as he or she did with *The Balloon Tree*.



## Fun with Phonics

These words are from the story “Why We Have Night and Day.” Read them aloud.

over   grizzly   across   coyote   away  
stinky   playing   tipi   hundreds

Circle each vowel you hear in each word.

Each of the words is made up of small parts called **syllables**. Each syllable has one vowel sound.

The words above each have **two** syllables.

Although coyote has three vowels, it only has two syllables because you don’t say the **e**.

Review with the student that a *syllable* is a single sound that forms a single word or a part of a word. A syllable is made up of a vowel sound alone or with one or more consonants.

Ensure the student does not circle the “e” in coyote, as it is not a vowel you hear. Because the “e” is silent, coyote is a two-syllable word.

These words have two vowels.

bear time bone could

Does each word have two syllables?

Circle  or .

Why or why not?

Go back to the story “Why We Have Night and Day” and find **four** words that have two syllables. Print them.

---



---

Make sure you look for words that have two vowels that you can hear!

Have the student answer orally. They are not two-syllable words because you hear only one vowel. Therefore, they are one-syllable words.

Some other two-syllable words are **about**, **again**, **inside**, **himself**, **river**, **away**, and **special**.

Refer to the Home Instructor's Guide for more information.

Review magnet facts. Have the student answer the questions orally. A magnet attracts certain metal objects; a magnetic object is attracted by a magnet; metal objects; no; iron or steel.



Now you will be working with two-syllable words.



Do pages 83 and 84.

## I Can Make a Magnet!

See how well you remember facts about magnets.

What is a magnet?

What is a magnetic object?

What are the only objects that can be magnetic?

Are all metal objects magnetic?

What must a metal object have in order to be magnetic?



Are some magnets stronger than other magnets?  
How can you show that?

What are the ends of magnets called?

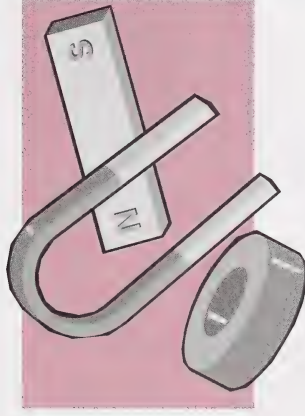
Name the two poles.

Where is the best place on a magnet to attract things?

What is the rule for magnets?

Can a magnetic force pass through non-magnetic materials? Name three non-magnetic materials a magnetic force can pass through.

What is the force called that is all around a magnet?



Yes; you can do an experiment with different magnets picking up metal objects, like paper clips to see which magnet holds more; poles; north and south; the ends; unlike (N and S) poles attract, like poles (N and N or S and S) repel; yes, items such as paper, plastic, fabric; a magnetic field.



Did you get most of the answers right?

Circle **Yes** or **No**. Review the ones that you had trouble with.



Take out your largest bar magnet, an iron nail, and small metal pins.



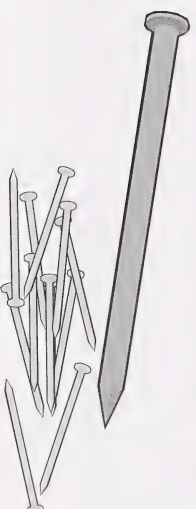
Take out a piece of unlined paper.

If you do not have an iron nail, a small pair of metal scissors or a metal nail file will work as well.

Have the student answer all questions orally (nothing happens).

Did you know you can **make** a magnet?  
Circle **Yes** or **No**.

Bring the nail near a pin. What happens?



Discuss how the magnet attracts the pin when the magnet is near the pin.

Now bring your magnet near a pin. What happens?



Circle the item that showed magnetic force.

magnet    nail

Did you circle **magnet**? Good for you!

The magnet has magnetic force because it attracted the pin.

Do you think you can turn the nail into a magnet?

Circle **Yes** or **No**.



Encourage the student to think of ways to turn the nail into a magnet.

Ensure the student strokes the nail with the magnet from head to point away from himself or herself and lifts the magnet from the point each time. The magnet must be moved away from the nail after each stroke. Demonstrate how to do this first.

Can you think of a way you can do that?

Try this.

- Take the nail in one hand.
- Take your bar magnet in the other hand.
- Stroke the nail with the magnet as shown.
- Count 20 strokes.



Now bring the nail near the pin. What happens?

Does the nail now have magnetic force?

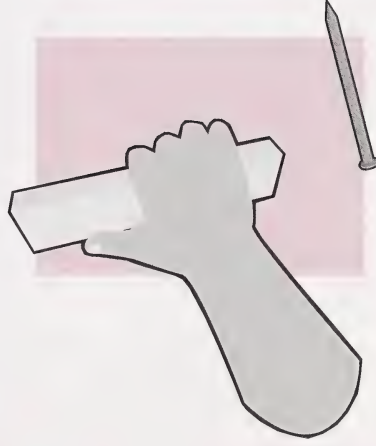
Circle **Yes** or **No**.



Find a large, heavy object, like a wooden block.

Bang the nail with it.

Now bring the nail near the pin. What happens?



The nail should be able to pick up the pin now. If it doesn't, have the student try magnetizing the nail again, making sure he or she drags the magnet across the nail in one direction only and moves the magnet away from the nail after each stroke. The nail attracts the pin. The nail now has magnetic force.

Have the student bang the nail hard with a larger, heavier object, like a stapler or a wooden block. Dropping or striking the nail will weaken the magnetic force. The nail will not be able to attract the pin or will at least be greatly weakened.

Explain that magnetic objects that come into contact with magnets sometimes become magnetic themselves or have *temporary magnetism* or magnetism that lasts for a short while.

Have the student record the number of pins the nail picks up with 20, 30, 40, and 50 strokes. Remove the pins and put them into a pile as the student is “magnetizing” the nail again.

The nail has lost its magnetic force.

The nail was magnetic but just for a short time. It had **temporary magnetism**.

Put 20 pins in a pile on a piece of paper.

You’re going to magnetize the nail again.

Follow the instructions. After stroking the nail with the magnet, bring the nail near the pins. Count the number of pins the nail attracted. Then record the number in the following chart.



- Stroke the nail 20 times in one direction.
- Stroke the nail 10 more times and record for 30 strokes.
- Stroke the nail 10 more times and record for 40 strokes.
- Stroke the nail 10 more times and record for 50 strokes.

Number of Strokes	Number of Pins the Nail Attracted
20	
30	
40	
50	



Complete Day 15: Assignment 6 in your Assignment Booklet.

Refer to the Home Instructor's Guide for more information.

Refer to the Home Instructor's Guide for more information.

Have the student add two more amazing facts about magnets to the *Amazing Magnets* booklet.



Take out your *Amazing Magnets* booklet.

On page 13, write one new amazing fact you have learned about magnets so far.

On page 14, make a drawing of the magnet fact.

On page 15, write another amazing fact about magnets.

On page 16, make a drawing of the magnetic fact.

### Story Time



You have now read the four books by Phoebe Gilman in the author study.



Ask the student why he or she chose the book. Read it to the student.

Choose one book by Phoebe Gilman to be read by your home instructor.

Relax and enjoy the story!

## Looking Back

Did you enjoy making the mask for Grizzly Bear or Coyote? Circle  **Yes** or  **No**. Why or why not?

Do you like making things? Circle  **Yes** or  **No**. Why or why not?

Do you enjoy working with magnets? Circle  **Yes** or  **No**. Why or why not?



Turn to Assignment Booklet 2B and complete Day 15: Learning Log. Have the student include his or her comments.

Did you figure out a way Lori could get her earring out from under the refrigerator? What was it?

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could do one of the following:

- Show the mask you made this morning.
- Show how you can magnetize a nail.
- Read *Grandma and the Pirates*.

## Day 16: Read a Legend

You have been reading different kinds of stories in this module.

Today you will read a beautiful legend called *The Five Moons of Winter*.

The illustrations in this book are colourful paintings! You will try painting using this style.

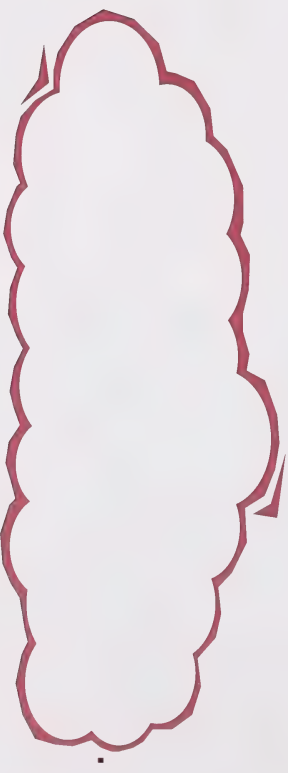


## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Discuss today's forecast with the student.



Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 16.

## Reading



Take out the book *The Five Moons of Winter*.

Look at the cover of the book *The Five Moons of Winter*.

Read the title aloud.

What do you think this story might be about?

Open the book and look at all the illustrations.

Module 2B: I Love a Good Story

Discuss the current weather with the student.

Have the student answer the questions orally.

Have the student predict what might happen.

## Read a Legend

Ask the student to identify the animals. Discuss the illustrator's style.

Have the student print the answers to the questions on the lines. Explain that the writer is not the original author of the story. This is a retell of an Ojibway tale. Tell the student that the Ojibways are native Canadians. Some live in northern Ontario.

What kind of animals are in this story?

What do you think about the illustrator's style of painting?

Turn to page 1.

What kind of tale is this?

---

Who retells this story?

---

Who is the illustrator?

---

Read pages 2, 3, and 4.

How many hairs do you think Bull Moose has?

Read page 6.

Do you agree with the other animals?

Circle  **Yes** or  **No**. Why or why not?

Read to the end of the story.

Do you think this story is true? Circle  **Yes** or  **No**.  
What is your opinion?

This story is a **legend**.

Look up legend in the dictionary and read it aloud.

What does this legend explain?

Have the student respond orally to the questions.

Discuss the student's opinion.

A *legend* is a story coming down to us from the past which is partly based on fact. Legends often explain a natural occurrence or why things are the way they are.

Explain that legends are traditional stories. These stories were told by people to explain something that they didn't understand. This legend explains why there are five moons (or months) of winter.



## Read a Legend

Read the information about the illustrator (Brian Marion) on the inside back cover.

Look at the inside back cover of the book. Who is in the picture?

Listen as your home instructor reads what Brian Marion, the illustrator, wrote.

Read the story silently.

## The Five Moons of Winter

What do you like to do in the moons of winter?

Complete the sentences that follow. Then draw a picture showing what you like to do in each moon.

Discuss what the student likes to do in the five moons (or months) of winter. Explain that moons refers to months. A month is called a moon in the tale because a month lasts as long as it takes the moon to complete a cycle (go from new to full moon). Have the student complete each sentence on the next page. Then draw a picture in the box to show what he or she likes to do that month.



Under the November moon, I

---

---

---

Under the December moon, I

---

---

---

Under the January moon, I

---

---

---

Under the February moon, I

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Under the March moon, I

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.





## New Words

These new words are from the story *The Five Moons of Winter*. Read them to your home instructor.

animals

many

winter

should

Remember, if you have a hard time saying a word, look at how it starts. Try to sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

The answers are animals,  
winter; many; should.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. Some \_\_\_\_\_ hibernate during the \_\_\_\_\_.
2. How \_\_\_\_\_ toes did Wee-sa-kay-jac have?
3. Amik said there \_\_\_\_\_ be as many moons of winter as there are scales on his tail.

Print the answers to the following on the lines.

1. There are four little words in **many**. Can you find them all?

---

2. Unscramble these letters to make one of your new words: **lmsniaa**

---

3. What is the opposite of **summer**?

---

4. What is the new word that rhymes with could?

---



Take out four white index cards.

Module 2B: I Love a Good Story

Remind the student to look at the new words for help.

The answers are **a, an, any**, and **man**.

The letters unscramble to make the word **animals**.

The opposite of summer is **winter**.

**Should** rhymes with **could**.



If there are any other words from the story *The Five Moons of Winter* that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Recall how the illustrator described his painting: he uses strong and happy colours.

Take some time to look closely at the illustrations in the story again. Have the student also notice the bold use of line when depicting the animals.



Print the four new words on the white index cards.  
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

## Colourful Animals

Do you remember how the illustrator of the book *The Five Moons of Winter*, Brian Marion, described his painting? Circle **Yes** or **No**.

He tells how he loves to use strong, happy colours.

That is his style of painting.

How is Phoebe Gilman's style of painting different from Brian Marion's?

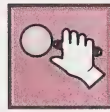


Take out your paints.



Take out unlined paper that you can use for painting.

Paint a picture of an animal using strong and happy colours with bold lines, just like Brian Marion does. You will send your painting to your teacher on Day 18.



**Enrichment (optional)**

**Break for lunch.**



Discuss the differences between the two illustrators. Marion's style is bold and strong and Gilman's style is finely detailed.

Refer to the Home Instructor's Guide for more information.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for today's high-frequency words.

## Silent Reading

Choose your favourite Phoebe Gilman book to read.

Enjoy your reading time.

## Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

## Fun with Phonics

Read these words from the book *The Five Moons of Winter* aloud.

once    cold    scales    decided    December



When the letter **c** in a word sounds like **s**, it has the **soft c** sound as in **once**.

When the letter **c** in a word sounds like **k**, it has the **hard c** sound as in **cold**.

Say each of the following words. Then print **soft c** or **hard c** on the line to tell which sound each has.

face \_\_\_\_\_ nice \_\_\_\_\_

coyote \_\_\_\_\_ Canada \_\_\_\_\_

cent \_\_\_\_\_ car \_\_\_\_\_

October \_\_\_\_\_ centre \_\_\_\_\_

mice \_\_\_\_\_ candy \_\_\_\_\_

Face, nice, cent, centre, and mice have "soft c" sounds. The others have "hard c" sounds.

Now you will be working with words that have **soft c** and **hard c** sounds. (You will come back and do pages 85 and 86 another day.)



Do pages 87 and 88.

## Spelling

It's time for your spelling test.



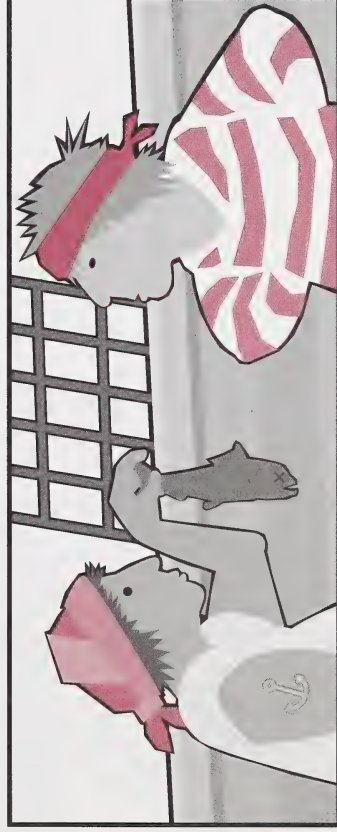
Go to your Assignment Booklet to do the Spelling Test.

Refer to the Home Instructor's Guide for more information. The words are not to be reviewed before the test.

## Keeping Clean and Healthy

Do you think the pirates in the book *Grandma and the Pirates* were clean? Circle **Yes** or **No**.

What do you think they looked and smelled like?



The pirates from long ago didn't have fresh, clean water, soap, and shampoo to stay clean like you do.

What are some of the things you do to be clean in the morning?

Discuss how people in the time of pirates did not know as much about germs and bacteria, so they did not view being clean the way we do now. Also, discuss the conditions of some ships long ago, such as the following:

- fresh water available for drinking only
- no toothbrushes or toothpaste
- no soap or shampoo or deodorant
- no laundry soap to wash clothes

Have the student discuss the ways he or she keeps clean from morning until night. Then have the student list them in the chart.

Have the student answer orally. The student does such things as washes hands, washes face, brushes teeth. The student completes the following sentences.





Have the student answer orally first. The student would wash hands and use a nail brush. Discuss the importance of keeping the hands clean to keep germs away. Mention that washing hands frequently is very important, especially after using the washroom and before eating. Stress the importance of not putting the hands on the face, especially in the mouth, near the eyes and ears, or in the nose. The student completes the sentences.

Complete the sentences.

In the morning, I \_\_\_\_\_.

In the morning, I \_\_\_\_\_.

In the morning, I \_\_\_\_\_.

What do you do to stay clean in the afternoon? What do you do before and after you eat supper?

In the afternoon, I \_\_\_\_\_.

\_\_\_\_\_.

In the afternoon, I \_\_\_\_\_.

\_\_\_\_\_.

Have the student answer orally first. The student might bathe or shower, wash hands, wash face, brush teeth, and floss teeth. The student completes the sentences by printing the ending.

What are the things you do to be clean before going to bed at night?

Before going to bed, I \_\_\_\_\_

Before going to bed, I \_\_\_\_\_

Before going to bed, I \_\_\_\_\_

Before going to bed, I \_\_\_\_\_

Discuss why it is so important to stay clean. Clean bodies look good, feel good, are more accepted by others than dirty bodies, and spread fewer germs that lead to disease.

You may not bathe or wash your hair every night. Sometimes you might bathe in the morning.

However, it is important that you keep yourself clean.

Do you know why? Circle **Yes** or **No**.



It is important to look and feel clean.



Discuss the pictures and why each is important. Brush hair to keep it neat looking, clip nails short so dirt doesn't collect under them, wear clean clothes to stay clean and neat looking. Explain that personal grooming is part of keeping clean.

Look at the pictures. What are the children doing to keep themselves clean and looking good?



Go to your Assignment Booklet and complete Assignment 7.

Refer to the Home Instructor's Guide for information about this activity.

## Story Time

Relax and enjoy the story your home instructor reads to you.

## Looking Back

Did you enjoy painting in the style of Brian Marion?  
Why or why not?

Do you like reading legends and stories about things long ago? Circle  **Yes** or  **No**. Why or why not?

Did you know most of the things about keeping clean and looking good? What was new for you?

What was the best part of today?

Turn to Assignment Booklet 2B and complete Day 16: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. You may like to do one of the following:

- Read the book *The Five Moons of Winter*.
- Show the painting you did in Brian Marion's style, using strong and happy colours.
- Talk about the importance of keeping clean.



# Day 17: Books by Phoebe Gilman

You've read some of Phoebe Gilman's books.

Now you get to talk about the interesting things in the books.

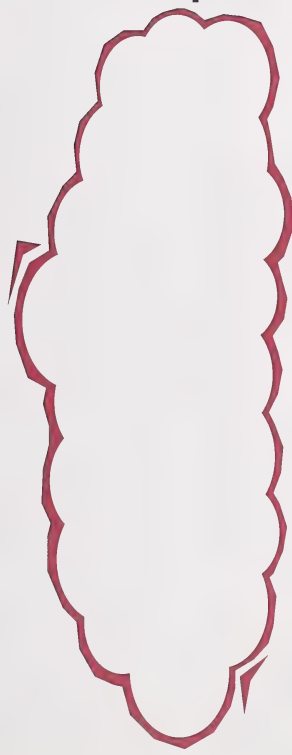
You will act out a scene, pantomime a scene, and make a bookmark—all based on the books.



## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Discuss today's forecast with the student.

Discuss the current weather with the student.

Is the weather the same today as yesterday?

How is the weather different?

Do you think the weather might change tomorrow?  
Why or why not?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 17.

## Journal Time



Take out your journal. Turn to your Personal Writing section.

Take a few minutes to think about what you would like to write about.



Think about the songs you learned in this module.

Write about the song you liked best and why you liked it.

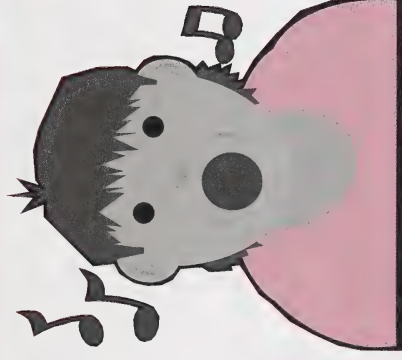
## Music and Movement

Do you know the song "Zip-A-Dee-Doo-Dah"?

Circle **Yes** or **No**.



Take out the *Ideas That Sing!* Volume 1 CD.



Review the songs from the module and discuss favourite ones.

Locate the song "Zip-A-Dee-Doo-Dah" in the *Ideas That Sing!* Volume 1 CD. This song gives you a good opportunity to observe the student's basic locomotor skills. The student will walk, skip, hop, jump, roll, leap, slide, gallop, "climb", and "swim" through the song.

Demonstrate each movement and have the student follow your lead. Change movements at every verse. Begin with walking. Follow with hopping, skipping, jumping, and galloping.

Play the song again. This time, have the student roll on the floor for a verse, pretend to climb a ladder or a mountain, pretend to swim, and slide across the floor. (If possible, do these movements on a non-carpeted area.) Try to allow equal time for all movements.

Discuss the feeling the student gets when listening to the song. This is a happy, energetic song. Ask the student for words that show you are feeling happy. When you play the song again, shout out the movement you want the student to do, such as “jump,” “gallop,” “roll,” and so on. In subsequent playings of the song, allow the student to move creatively to it.

It's a fun song that you can do all kinds of movements to.

Follow your home instructor's movements as you listen to the song.

Now try some different moves!

How do you feel now?

What does this song make you want to do?

Listen to the song again. Do as many of the movements as you can to it.



## Reading

You have read four of Phoebe Gilman's books.

Do you have a favourite? Circle  **Yes** or  **No**.

What is it? Why do you like that one best?

Do you think Phoebe Gilman understands children?  
Circle  **Yes** or  **No**. Why or why not?

Who are the central characters in *The Balloon Tree*, *Grandma and the Pirates*, *Jillian Jiggs*, and *The Wonderful Pigs of Jillian Jiggs*?

Many are girls. Does Phoebe Gilman think that girls are as brave and smart as boys?

Have the student look over the four books and discuss which one is his or her favourite. The student may have more than one favourite book. If you found other Phoebe Gilman books, your student may have read more than four books.

Discuss what the student thinks of Phoebe Gilman as an author/illustrator and as a person. Have the student answer the questions orally.



Discuss Phoebe Gilman's obvious love of drawing and writing for children. Her magical stories and lyrical writing convey her spirit in all the stories.

Have the student look at the format of each book. Each one feels and looks different. Ask the student why the sizes are different and the formats are different. The Jillian Jiggs books are modern stories and have a modern format. *The Balloon Tree* and *Grandma and the Pirates* format conveys stories from long ago and gives an old-fashioned feel to them. *Little Blue Ben* looks like a nursery book and is small in size, just like the title character.

How do you know she loves drawing and painting?

Does she love to write?

Do you like Phoebe Gilman's work?

Circle  or . Why or why not?

Look at each book. Each book looks and feels different. Why?

Why is the book *Little Blue Ben* so small?

Phoebe Gilman likes to play tricks on her readers.

She likes to put characters from one book in her other books.

See how many other characters you can find from one book in other books.

Examine the pages of *The Wonderful Pigs of Jillian Jiggs*.

Can you find a character from another book?

Look through *Grandma and the Pirates*. Do you see anyone familiar there?

Why do you think Phoebe Gilman puts characters from one book in her other books?

Have the student answer orally.

There's a picture of Little Blue Ben on page 5 and again on page 34.

Rachel and Peter, Jillian's friends, are on page 18; Jillian Jiggs is on page 18.

It makes the reading more interesting and fun and connects all her books, making them more personal.

If you like books by Phoebe Gilman, then you may want to read others that she has written and illustrated.

In addition to the books you've already read, she also has written the following:

- *Jillian Jiggs*
- *Jillian Jiggs to the Rescue*
- *Jillian Jiggs and the Secret Surprise*
- *Pirate Pearl*
- *The Gypsy Princess*
- *Once Upon a Golden Apple*
- *Something from Nothing*

You may find these books in your community library.



## Act It Out

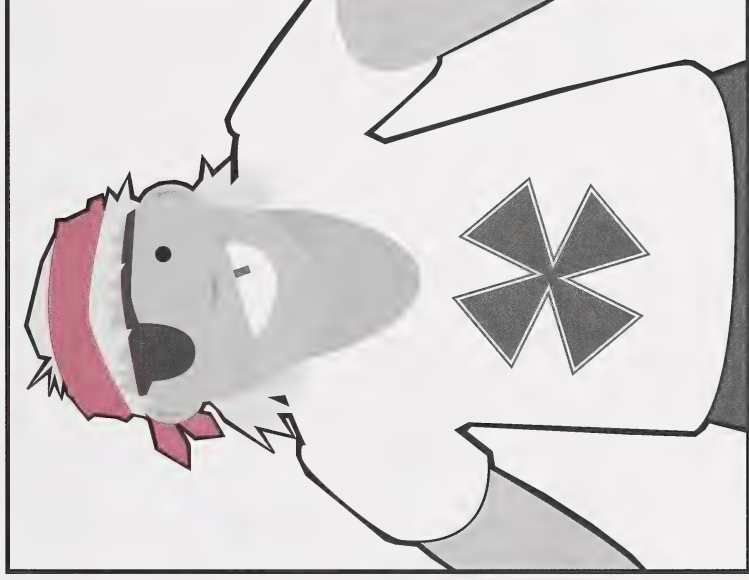
Do you have a favourite character from one of Phoebe Gilman's books? Circle **yes** or **no**.

Think how you could role-play that character.

You may even choose to role-play a villain!

Practise playing the role of one character. You may use costumes and props.

After you have practised, present your role-play to your home instructor.



The possibilities for drama are rich in Phoebe Gilman's books. The student may choose to role-play a favourite character. Ask the student to practise playing the role of one of the characters in the stories. Simple costumes and props may be used. The student then performs it for you.

Have the student choose a story. He or she then pantomimes the actions and emotions as you read the part aloud. Remind the student that *pantomime* means using only gestures and facial expressions to convey the meaning of the story.

## Without Words

Select a book by Phoebe Gilman that you liked. While your home instructor reads it aloud, **pantomime** the actions and emotions of the characters in the story.

## Project Time

A bookmark is good to use when you're reading. It marks your place in a book.

You can make a Phoebe Gilman bookmark for yourself or give it as a gift to someone special.



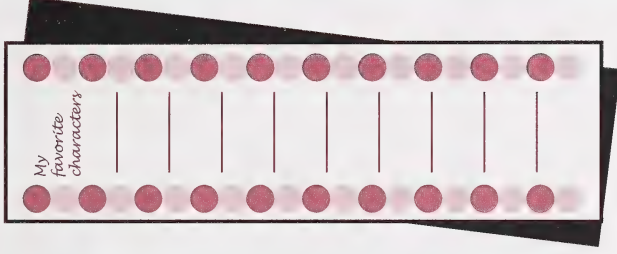
Take out a sheet of poster paper.

On one side of the paper, print **Phoebe Gilman**. Under her name, print the names of her books that you have read.

On the other side of the paper, print **My Favourite Characters**. Under the title, list the characters you liked best.

Draw designs on both sides just like Phoebe Gilman's border illustrations. Then colour them.

You now have a beautiful Phoebe Gilman bookmark!



Assist the student in cutting out a piece of poster paper 20 cm x 6 cm.

Review all the characters in the five books. Discuss which are the student's favourite characters and why.



## Fun with Phonics

Read these words aloud.

Grandma grabbed savage

giant growled page gruff

When the letter sounds like the **g** in giant, it has the **soft g** sound.

When the letter sounds like the **g** in goat, it has the **hard g** sound.



A gruff giant

Say each of the following. Then print **soft g** or **hard g** on the lines to tell which sound the **g** makes.

green \_\_\_\_\_ get \_\_\_\_\_

hungry \_\_\_\_\_ stage \_\_\_\_\_

huge \_\_\_\_\_ egg \_\_\_\_\_

going \_\_\_\_\_ giraffe \_\_\_\_\_

Now you will be working with words that have **hard g** and **soft g** sounds.



Do pages 89 and 90.

**Break for lunch.**



Stage, huge, giraffe have “soft g” sounds. The others have “hard g” sounds.

Both you and the student read silently for ten minutes. If the student has borrowed other books by Phoebe Gilman, he or she can read one now.

Refer to the Home Instructor's Guide for the Word Recognition Test.

## Silent Reading

You may choose a new book to read.

Enjoy your reading time.

## Words I Use Often



Complete the Word Recognition Test in your Assignment Booklet with your home instructor.

## Project Time

You are going to design and make an object that uses a magnet!



Choose one of the following projects to make today and one to make tomorrow.



## Project 1: Paper Boat

### Materials Needed

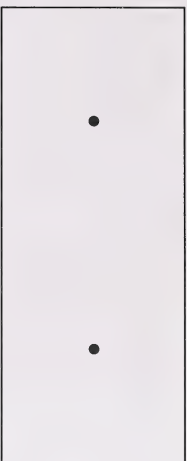
- magnet
- scissors
- paper clip
- glue
- a container of water
- paper (8 cm  $\times$  20 cm)

### Procedure

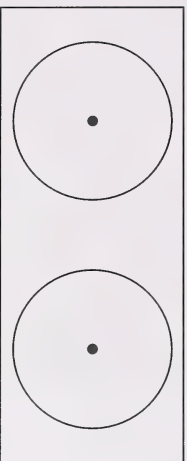
1. Make a boat out of the paper using the instructions and diagrams that follow.
2. Attach the paper clip to one end of the boat.
3. Use a magnet to push or pull the boat around the container of water.

In this project, the student observes the magnetic force passing through water and the container.

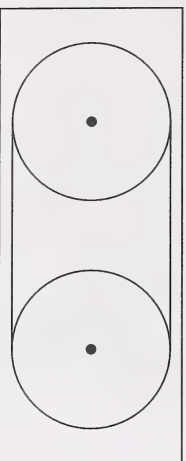
1. Mark 2 dots on the paper.



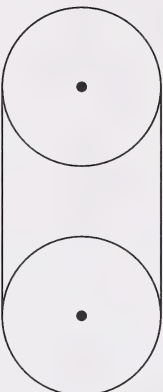
2. Use each dot as a centre and lightly draw a circle around each.



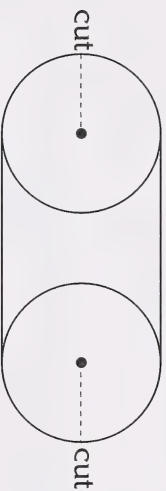
3. Draw lines between the circles.



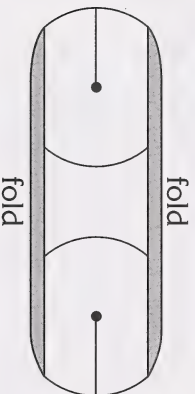
4. Cut out the boat.



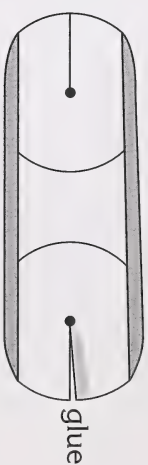
5. Cut outer edge of each circle to its own centre.



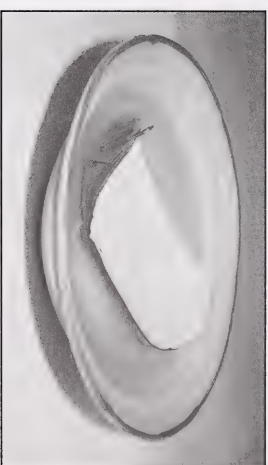
6. Fold sides.



7. Apply glue to one side of each cut and overlap other side. Hold until it dries.



8. The finished boat.



## Project 2: Styrofoam Boat

### Materials Needed

- piece of Styrofoam (6 cm  $\times$  3 cm)
  - large paper clip
  - water dish
  - strong magnet
- 
- paper
  - scissors
  - tape
  - toothpick

### Procedure

1. Cut a triangular sail, tape it to a toothpick, and mount it to the piece of Styrofoam.
2. Place the paper clip on the end of the Styrofoam.
3. Place the boat in a water dish.
4. Move the boat around the water by using the magnet underneath the water dish.

Cut the Styrofoam for the student. As in Project 1, the student observes the magnetic force passing through water and the container.



## Project 3: Fishing for Words

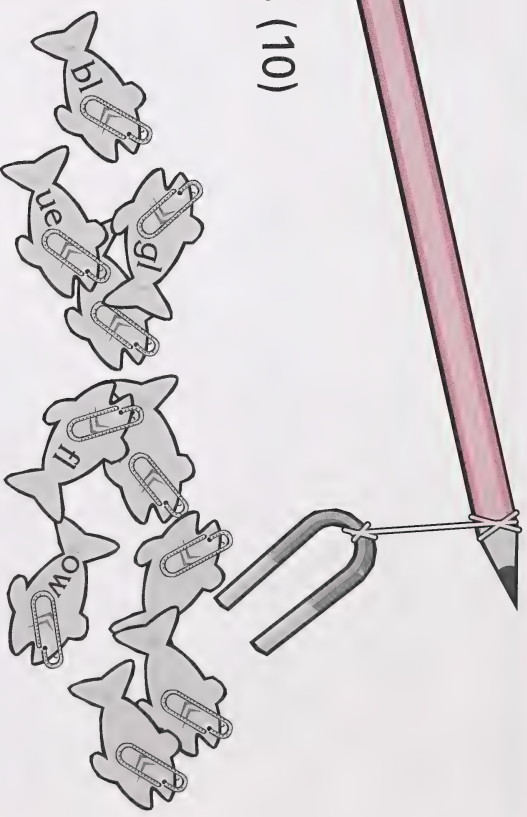
### Materials Needed

- pencil
- magnet
- fish cutouts (10)
- paper clips (10)
- string

### Procedure

1. Print one of the following blends or digraphs on each fish cutout.

**bl ue gl ow fl ew ch dr aw cl**



2. Make a fishing rod with a pencil. Attach one end of the string to one end of the pencil. Tie the other end of the string to a small magnet.

3. Attach a paper clip to each fish. Scatter the fish on the floor.

4. Fish until you can spell some words with your catch.



## Project 4: Make a Sasquatch

### Materials Needed

- paper plate
- iron filings
- ring or horseshoe magnet
- crayons

### Procedure

1. Draw a Sasquatch (without fur) on the paper plate.
2. Place iron filings on the plate.
3. Hold the plate in one hand as steadily as you can. Put the magnet under the plate and move the iron filings around in order to put "fur" on the Sasquatch's head, shoulders, and face.



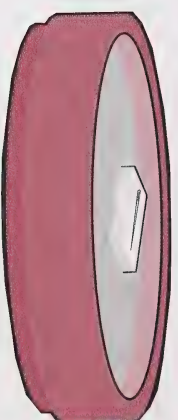
The student observes the magnetic force passing through the paper plate. Demonstrate tapping the plate lightly. This causes the iron filings to rearrange themselves on the plate. Point out the filings that stand up on end. These are the ones that are closest to the magnet indicating the magnetic field extends above the plate.

The student may want to try this experiment several times to see if the needle really does point north each time.

## Project 5: Make a Compass

### Materials Needed

- Styrofoam (3 cm  $\times$  5 cm)
- small dish of water
- magnet
- needle



### Procedure

1. Magnetize the needle by stroking it 40 times just as on Day 15.
2. Place the needle on the piece of Styrofoam.
3. Place the Styrofoam on the water so it floats.
4. Place the north end of the magnet close to the needle to find out which end of the needle is north.

Be careful not to place the magnet too close to the needle, or it will jump up to the magnet.



5. The north end of the magnet will repel the north end of the needle and attract the south end.

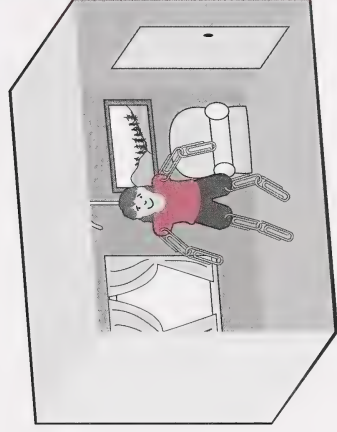
This will tell you which is the north and south end of the needle.

6. Watch where the needle points when it comes to rest. The south end of the needle should point to the north.

## Project 6: Dancing Puppet

### Materials Needed

- shoe box
- paper
- magnet
- tape
- paper clips
- crayons
- string



The student may choose to make a billy goat, a troll, a Sasquatch, a character from Phoebe Gilman's books, or any other character he or she likes. The student observes that the magnetic force passes through the cardboard.

## Procedure

1. Colour the inside of the shoe box for your puppet. If you are making a Jillian Jiggs puppet, you might colour her bedroom.
2. Draw the face and body of Jillian Jiggs but without her arms and legs. Cut it out.
3. Attach paper clips together to make Jillian's arms and legs and attach them to her body as shown.
4. Attach a string to Jillian's head and tape it to the top of the shoe box.
5. Move the magnet behind the shoe box to make Jillian dance.

## Project 7: Racing Car

### Materials Needed

- toy car
- two magnets
- modelling clay

### Procedure

1. Put a piece of modelling clay on the bottom of one of the magnets.
2. Attach the magnet to the roof of the car.
3. Use the second magnet to move the car. Don't let the two magnets touch.





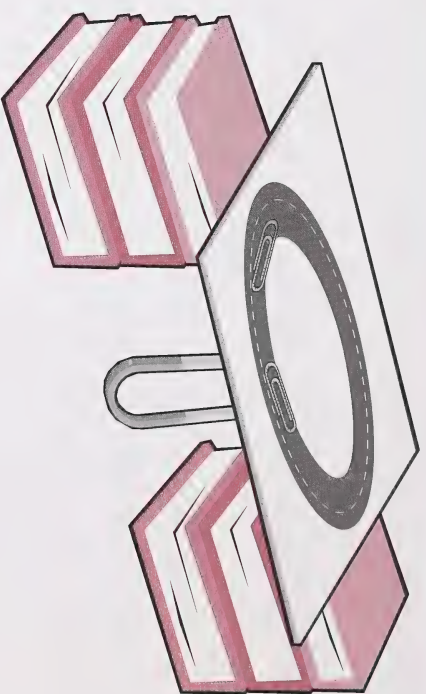
## Project 8: Raceway

### Materials Needed

- piece of cardboard
- magnet
- paper clips
- crayons

### Procedure

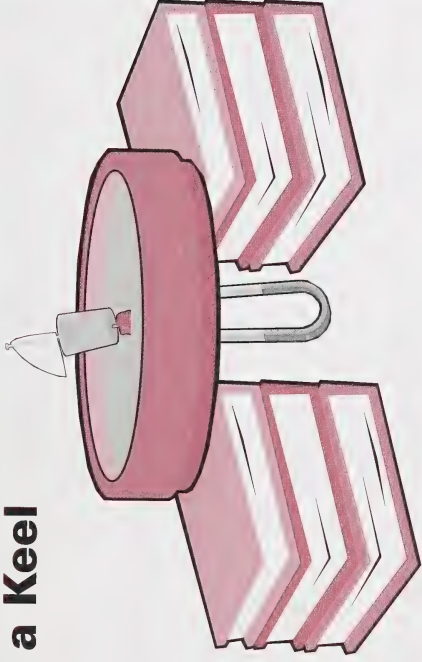
1. Design and colour a racetrack on the cardboard.
2. Place a paper clip on the racetrack to represent the race car.
3. Place the cardboard between two stacks of books.
4. Move the magnet under the cardboard to move the “race car” around the track.



## Project 9: Boat with a Keel

### Materials Needed

- cork
- strong magnet
- 2 straight pins
- paper
- modelling clay
- shallow dish of water



The student observes that the magnetic force passes through the water and the container. Explain that a keel is the base of the boat.

### Procedure

1. Cut out a small sail and use one of the pins to stick it into the cork.
2. Stick a small ball of modelling clay on the end of the other pin, and push it into the bottom part of the cork.
3. Place the boat into the dish of water.

4. Place the dish between two stacks of books.
5. Move the magnet under the dish of water to move the boat around.



Take out your *Amazing Magnets* booklet.

Have the student finish the booklet by adding one more amazing fact about magnets.

Discuss the feelings the student may have about completing a book on magnets.

You may read a book by Phoebe Gilman the student hasn't read yet, or begin another book from the list of Additional Reading Resources for this unit.

On page 17, write one new amazing fact you have learned about magnets.

On page 18, make a drawing of the magnetic fact.

You have now written a book about magnets! Amazing!



## Story Time

It's story time. Find a favourite spot, relax, and enjoy the story!

## Looking Back

Did you enjoy studying Phoebe Gilman's books?

Circle  or . Why or why not?

Would you like to study another author and read his or her books? Circle  or . Why or why not?

How did you feel your magnetic project went? Why?

Do you enjoy planning and making something that works? Circle  or . Why or why not?

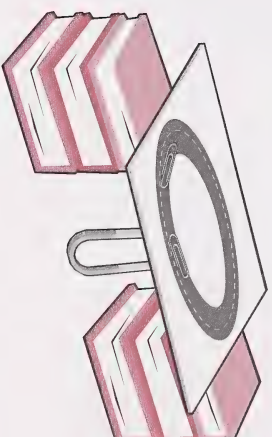
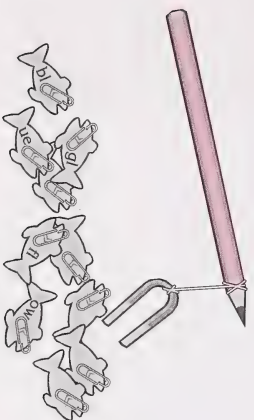
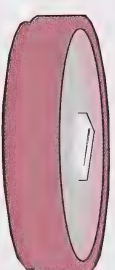
Turn to Assignment Booklet 2B and complete Day 17: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose something you did today that you would like to share. You could choose one of the following:

- Show your Phoebe Gilman bookmark and talk about her books and your favourite characters.
- Read one of the books by Phoebe Gilman.
- Show your science project and demonstrate how it works.
- Show your *Amazing Magnets* booklet. Show the pictures and talk about the magnetic facts.



The Wonderful Pigs  
of Jillian Jiggs



The Balloon Tree

LITTLE BLUE BEN



GRANDMA and the

PIRATES

PHOEBE GILMAN

PHOEBE GILMAN

## Day 18: About Phoebe Gilman

You've read her books. Now you will find out more about the author and illustrator, Phoebe Gilman.

You will write about her life.

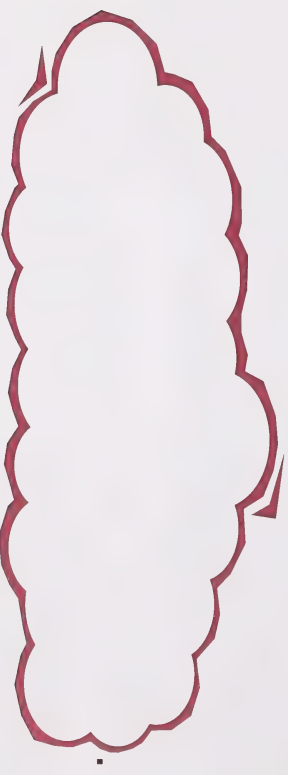
If you like, you can even write to her!

## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Complete Day 18: Assignment 8 in your Assignment Booklet.



Work on Module 2: Day 18.

## Reading

Open each Phoebe Gilman book to the **dedication** page.

Read who Phoebe Gilman dedicated the books to.

Print the names of the people that the following books are dedicated to.

Discuss the current weather with the student.

Have the student open each book to the dedication page. Explain that an author usually *dedicates* a book to a friend or family member as a compliment to them.



The dedications are as follows:  
For my three princesses,  
Ingrid, Melissa, and Alexis;  
For Brian; For my Dad; In  
loving memory, I dedicate this  
book to my Grandmas, Molly  
and Jennie, and to my Great  
Aunt Sadie who made  
wonderful noodle pudding.

Remind the student that Brian  
is Phoebe Gilman's husband  
and her daughters are Ingrid  
and Melissa.



*The Balloon Tree* \_\_\_\_\_

\_\_\_\_\_

*The Wonderful Pigs of Jillian Jiggs* \_\_\_\_\_

\_\_\_\_\_

*Little Blue Ben* \_\_\_\_\_

\_\_\_\_\_

*Grandma and the Pirates* \_\_\_\_\_

\_\_\_\_\_

Who are some of these people?

What does this tell you about Phoebe Gilman?

You can make a dedication of your own.



Take out your *Amazing Magnets* booklet.

You can make a dedication in your *Amazing Magnets* booklet.

Think about the people you know.

Who would you like to dedicate your book to?

Print your dedication on page 1 of the booklet.

Now you know why you left a blank space!

Discuss how she dedicates her books to the people she loves—her family members, her aunt, and her grandmothers. This shows that Phoebe Gilman's family is most important to her.

Talk about who the student would like to dedicate the book to. Have the student look at the ways Phoebe Gilman made her dedications. Discuss ways of writing the dedication. One way might be to draw a magnet and print the dedication inside. Have the student fit the dedication on page one of the booklet in the space left blank.



## All About Phoebe Gilman

You can find out more things about Phoebe Gilman and her books on her website

**[www.phoebegilman.com](http://www.phoebegilman.com)**

If you have a computer, look up her website now.

If you don't have a computer, ask your home instructor for information on Phoebe Gilman.

Now that you know a few things about Phoebe Gilman, you will learn how to write a short **biography** about her.

First, read the following biography of Linda Hendry as an example.

If the student does not have access to a computer, read the student the information in the Home Instructor's Guide about Phoebe Gilman. Reread her letter addressed to students (from Day 10) for additional material. Tell the student that a *biography* is a written report of a person's life, written by someone else. Have the student look up biography in the dictionary and read the definition.

Refer to the Home Instructor's Guide for more information.



## Linda Hendry

Linda Hendry was born in 1961 in Nokomis, Saskatchewan, where she grew up on a farm.

Linda Hendry is an author and an illustrator, but she mostly illustrates. She likes to draw things that make her laugh. She likes to hide things in her pictures for her readers to find. She uses watercolours to finish her drawings.

Linda Hendry has illustrated books, such as *The Meat Eaters Arrive*, *The Amazing Potato Book*, and *Malcolm's Runaway Soap*. Her ideas for illustrating *Malcolm's Runaway Soap* came from memories when she was a little girl and had to use the same bath water as the rest of the family.

Linda Hendry now lives in Ontario where she is always looking for more things to illustrate.

Have the student read the biography aloud. Read it to the student if the text is too difficult.

This biography will give the student an example of a biography and he or she may follow this format when writing the biography for Phoebe Gilman.



Assist the student, especially in the planning stage of the writing process, as he or she writes the biography. The student may jot notes from the website, Phoebe Gilman's letter, and from the information in the Home Instructor's Guide.

Refer to the Home Instructor's Guide for information on this activity.



Take out lined paper.

Begin to write Phoebe Gilman's biography. Your home instructor will help you to follow the steps.

After you have written the biography, draw a picture of a favourite character, a scene, or one of the covers from one of Phoebe Gilman's books. If you like, you could draw a picture of her. You will find her picture on the back cover of some of her books.



You will send the biography to the teacher on Day 18.



Enrichment (optional)

Break for lunch.



## Silent Reading

Enjoy your reading time.

## Fun with Phonics

Read these words from the stories in this module aloud.

gingerbread   across   gathered   porridge

decided   creek   guess   once

With a purple crayon, circle the words that have a **soft c** sound.

With a blue crayon, put a square around the words that have a **hard c** sound.

Both you and the student read silently for ten minutes. If the student has borrowed other Phoebe Gilman books, he or she can read one now.

The "soft c" words are *decided* and *once*. "Hard c" words are *across* and *creek*.

"Soft g" words are gingerbread and porridge. "Hard g" words are gathered and guess.

With an orange crayon, underline the words that have a **soft g** sound.

With a green crayon, put an X on the words that have a **hard g** sound with a green crayon.

Say the following words. Print **soft c** or **hard c** or **soft g** or **hard g** on the lines to tell the sound.

Lucy, orange, mice, and giant have "soft c" and "hard g" sounds. The others have "hard c" and "hard g" sounds.

Lucy \_\_\_\_\_ lucky \_\_\_\_\_

gum \_\_\_\_\_ orange \_\_\_\_\_

mice \_\_\_\_\_ giant \_\_\_\_\_

Grizzly \_\_\_\_\_ Coyote \_\_\_\_\_

Now you will be working with words that have **hard c** and **soft c** and **hard g** and **soft g** sounds. (You will come back and do pages 93 and 94 another day.)



Do pages 91 and 92.

## Science

You will design and make another object that uses a magnet today.

Go back to the list of projects on Day 17.

Choose one of the projects to work on.

Have fun!

## Story Time

Relax and enjoy the story!

The student designs and produces another magnetic device today. If time allows, he or she may do more than one project.

For Story Time today, you might want to reread some of the student's favourite stories from the last nine days. Or you might choose other stories that your student prefers.





A good way to help the student remember some of the past activities is to sort through the items together that are being sent to the teacher. Encourage the student to comment on them. See the Home Instructor's Guide for more information.



## Looking Back

Which activities from this module did you enjoy the most?

Which project, story, or accomplishment are you most proud of?

What do you do to help clean up after you do a project or art work?

What are some things you could tell your teacher you are getting better at?

On Day 9 you set an action plan to improve in one area. Do you think you have improved?

Turn to your Assignment Booklet 2B and complete Day 18: Learning Log. Have the student include his or her comments.

Do you have any new goals you would like to set for the next module?

## Sharing Time

Choose something you did today that you would like to share. You could choose one of the following:

- Read your Phoebe Gilman biography.
- Share a dedication in your *Amazing Magnets* booklet you made with that person.
- Show one of your science projects and demonstrate how it works.

# Module Summary

## The Journey Continues

In Module 2: I Love a Good Story, you continued your journey by travelling through many great stories. You discovered some interesting places and met some fascinating characters. You got to know one author, Phoebe Gilman, very well by studying four of her books.



You learned more about magnets and wrote an *Amazing Magnets* booklet. Co-operation and being clean and healthy are other topics you investigated.

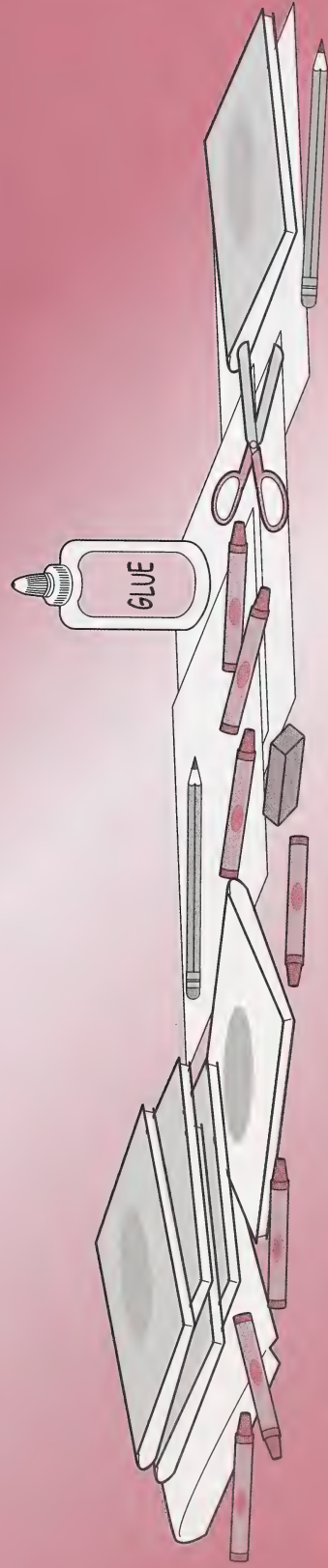
You're now ready for Module 3: My Canada.





# Appendix

## Image Credits Cut-out Learning Aids



# Image Credits

## Cover Photo

EyeWire Collection/Getty Images

## Welcome Page

EyeWire Collection/Getty Images

## Contents

EyeWire Collection/Getty Images

## Page

1	PhotoDisc Collection/Getty Images	81	EyeWire Collection/Getty Images
4	EyeWire Collection/Getty Images	82	EyeWire Collection/Getty Images
6	<b>left:</b> Digital Vision/Getty Images	93	<b>top:</b> Correl Corporation
7	<b>right:</b> PhotoDisc Collection/Getty Images	101	<b>bottom:</b> EyeWire Collection/Getty Images
	<b>left:</b> PhotoDisc Collection/Getty Images	110	Correl Corporation
	<b>middle:</b> EyeWire Collection/Getty Images	111	Corbis
	<b>right:</b> EyeWire Collection/Getty Images	123	© 2002–2003 www.clipart.com
8	<b>top:</b> PhotoDisc Collection/Getty Images	124	<b>phone:</b> EyeWire Collection/Getty Images
	<b>middle:</b> PhotoDisc Collection/Getty Images		<b>rest:</b> PhotoDisc Collection/Getty Images
	<b>bottom:</b> PhotoDisc Collection/Getty Images	127	PhotoDisc Collection/Getty Images
9	PhotoDisc Collection/Getty Images	128	EyeWire Collection/Getty Images
10	© 2002–2003 www.clipart.com	133	<b>bear:</b> PhotoDisc Collection/Getty Images
17	© 2002–2003 www.clipart.com		<b>coyote:</b> Correl Corporation
31	EyeWire Collection/Getty Images	135	PhotoDisc Collection/Getty Images
32	Corel Corporation	137	<b>top:</b> PhotoDisc Collection/Getty Images
36	Corel Corporation		<b>bottom:</b> EyeWire Collection/Getty Images
51	© 2002–2003 www.clipart.com	138	PhotoDisc Collection/Getty Images
58	PhotoDisc Collection/Getty Images	139	PhotoDisc Collection/Getty Images
73	EyeWire Collection/Getty Images	145	© 2002–2003 www.clipart.com
74	EyeWire Collection/Getty Images	159	PhotoDisc Collection/Getty Images
76	EyeWire Collection/Getty Images	194	© 2002–2003 www.clipart.com
77	EyeWire Collection/Getty Images	224	Abraham Menashe/Digital Vision/Getty Images
78	EyeWire Collection/Getty Images		
80	EyeWire Collection/Getty Images		

		FARM		

		FARM		





farmer	cows	planted
milk	wheat	plough
field	horses	pigsty
hens	corn	shear
goats	sheep	chores
chickens	tractor	barn







